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ABSTRACT

Based on the evaluation of 24 faculty development programs in the United States and other scholarly activities, the benefits of systematic planning and evaluation of faculty development programs are considered. In addition, a set of field tested instruments for planning and evaluation and case studies of institutional programs are presented, and the faculty development movement and the literature on faculty are reviewed. Principles that may be helpful in effective planning of professional growth programs are as follows: decision-making requires reliable information; planning programs for people demands flexibility; good planning entails broad participation; evaluation and feedback are essential elements of the planning process; planning should be comprehensive; and planning must be coordinated, organized, and sustained. A planning and evaluation model is diagrammed that encompasses problem identification and solution, tasks, outcomes, and areas of focus. Attention is directed to the reliability and validity of the six instruments that were employed to assess faculty, administrators, and program goals and practices. Two other instruments, a demographic sheet and goal inventory, were also used, and all the instruments are appended. Information is also presented concerning how faculty evaluated the professional development programs on their campuses and what the evaluation team felt were model programs uncovered in the study. The following model programs are described: The University of Rhode Island, Syracuse University, Gordon College, Earlham College, St. Mary's Junior College, and Illinois State University. (SW)

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PLANNING AND EVALUATING PROFESSIONAL GROWTH PROGRAMS FOR FACULTY

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PREFACE

This monograph is primarily a "how-to-do-it" one. Its contents derive from our intensive experience of the past two years in evaluating 24 faculty development programs across the United States.* Besides the visits, documents, and surveys of these colleges and universities (eight community colleges, eight liberal arts colleges -- "open-door" and "selective", and eight universities -- regional and research), we have been in contact with national leaders, attended conferences, given presentations at national meetings, immersed ourselves in the literature on the subject, and written extensively.

It is from the perspective of this broad and in-depth experience that we have prepared this manuscript. Joyce Dahart managed the project and oversaw the production of the monograph. We are indebted to those who shared in our work and offered their valued critique.

*Our efforts were aided by a grant from the Fund for the Improvement of Post-Secondary Education (FIPSE) of the Department of Health, Education, and Welfare (Grant No. G007804603). We thank FIPSE and the twenty-four participating institutions.

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CHAPTER I. INTRODUCTION

Among the host of recent innovations intended to contribute to the renewal of higher education has been one which has touched every type of institution, from the two-year community college to the research university. The forms which particular faculty development programs take can vary from an afternoon's orientation tea, where new faculty members receive an introduction to the history, goals, and customs of a particular college, to the sophisticated services provided by large staffs of curricular developers and instructional experts in university centers for instructional improvement; from growth contracting designed to assist faculty to shore up their professional and instructional weaknesses and to enhance their strengths, to those programs which retrain faculty when their disciplines cease to attract students. Activities such as these and similar efforts in at least 700 institutions across the country suggest that the faculty development movement, during its short history, has produced a diverse and fast-maturing component of American higher education.

According to Gaff (1976) these attempts at faculty development share a set of underlying assumptions. Developing since the mid-1960's, programs primarily focus on teaching-learning as the primary activity in higher education. While continuing to respect the necessity of scholarship in the disciplines, the current faculty development approach marshalls instructional resources to support the teaching improvement thrust. This changed emphasis from the disciplinary to the pedagogical is, in part, a response to student critics of the 1960's who accused college and university professors of being ineffective and even incompetent. However, students were not alone. Other voices, of parents, board members, legislators, and a disenchanted public joined protesters in demands for accountability.

Perhaps even more influential than these pressures from outside were the pressures from within colleges and universities themselves. There, faculty, students, and administrators alike called for fresh responses to the problems posed by shifting and declining enrollments, inflation, limited resources, changing markets, and an aging and tenured-in faculty. A serious ongoing problem, that of the lack of professional preparation for teaching on the

part of discipline-specialist professors, began to be examined from a new perspective. Administrators and faculty asked if the university could continue to respond to the faculty's lack of preparation to teach by entrusting their training only to chance and to individual efforts (Group for Human Development in Higher Education, 1974: 37). Finally, some administrators felt the need for their institutions to respond to the particular needs which their faculty manifested as they passed through the stages of adult life (Hodgkinson, 1974). A combination of some or all of these pressures led to the establishment of faculty development programs in at least 50 percent of American colleges and universities (Centra, 1976).

Given the array of activities possible, the vast differences in institutional milieux which house them, and the comparative newness of contemporary faculty development programs, it is not surprising that many questions about their effectiveness remain to be answered. College administrators, faculty development practitioners, and faculty members are welcoming research which helps them appraise the value of their own efforts and which assists them to make calculated choices in planning for the future development of their programs.

It was in response to the need for the kind of formative direction that a preliminary evaluation might provide that the project for faculty development program evaluation was undertaken by the Center for the Study of Higher Education at The University of Michigan in the Fall of 1978.

The project included three major goals: (1) to develop assessment instruments for judging the success of faculty development programs; (2) to provide formative and summative evaluation for the programs of the 24 participating institutions; and (3) to explore the effectiveness of a number of strategies aimed at faculty growth in a variety of institutional settings. Much of what we learned from this project, along with other materials we have collected, are contained in this monograph. (Technical reports of the Project for Faculty Development Program Evaluation are available from the Fund for the Improvement of Post-Secondary Education. The final report is available from the Center for the Study of Higher Education.)

Several themes pervade both the study and the monograph. First, when speaking of faculty development one is really talking about faculty professional development. This subtle distinction is worth noting for it underlies a serious deficiency in a number of the programs we studied, namely, the lack of a thorough understanding of what is known about faculty in general and a similar lack of awareness of the professional aspirations of the faculty for whom the

program was planned. (While the study dealt chiefly with professional development for faculty, the principles are applicable to programs designed for administrators and support staff.)

Second, since many faculty development programs were initiated with the assistance of external funding, little time was available or effort given to performing a thorough needs assessment either as an aid to program planning or as a formal evaluation to ascertain program outcomes.

And third, even if program planners were so disposed, few if any tested instruments were available which could be readily adopted to meet planning and evaluation needs.

The following sections will address these concerns, argue the need for systematic planning and evaluation, and present a set of field tested instruments designed for these purposes. Chapters II and III, respectively, provide an overview of the faculty development movement along with guides to the research on faculty. Chapter IV contains tips on planning and descriptions of the instruments used in the Faculty Development Evaluation Study (the instruments themselves can be found in the Appendix). Chapter V shows how faculty evaluated the professional development programs on their campuses, while Chapters VI and VII describe what the evaluation team felt were model programs uncovered in the study, along with some general principles that should be considered in designing professional development programs.

CHAPTER II. AN OVERVIEW OF FACULTY DEVELOPMENT

Historical Roots

The antecedents of faculty development activities, familiar to the higher education community of the 1970's, reach back to the last quarter of the nineteenth century.

Sabbatical leave programs, American higher education's traditional means of fostering faculty professional development, were begun at Harvard University in 1880 (Eells and Hollis, 1962). By the mid-1880's, Cornell and Wellesley had followed suit. Seven more colleges and universities had begun leave programs by the end of the century. During the first two decades of the twentieth century at least 40 more colleges and universities inaugurated such programs and by 1970 the majority of all universities and four-year colleges offered their faculty such regular opportunities for professional development.

From the start, however, colleges described sabbaticals as investments in the future of the institution and as means of improving the services the college could offer students rather than as opportunities meant primarily to enhance the professional skills of the faculty member.

Contemporary faculty development has more immediate antecedents in the 1950's. In addition to sabbaticals, travel money for faculty attendance at professional meetings, release time to complete higher degrees, faculty retreats, and programs designed to encourage faculty to publish have been long-standing practices in institutions (Sikes and Barrett, 1976: 1). Then the rumble of change began in the 1950's in a very few colleges with early efforts at student evaluations of their professors.

Centra (1976) reports that a 1960 survey of 214 southern colleges by Miller and Wilson found only a few one-shot faculty development programs designed to orient new faculty. There appeared to the authors to be very few well articulated, comprehensive programs at the time. By the mid-1960's, a few programs aimed at instructional development had appeared, but it remained for the 1970's to see the coordination of traditional and newly conceived faculty development activities that were designed to make college teaching more successful and satisfying for all involved (Sikes and Barrett, 1976: 1).

In the early 1970's, faculty development seemed to sweep the country (Lindquist, 1978). Two national conferences, the beginnings of national networks of practitioners and experts, were held then; one at Kansas State University and another at the University of Massachusetts (Longman, 1978: 25). By 1974 the Council for the Advancement of Small Colleges had recognized the potential impact of the faculty development movement and had launched a program to provide facilitators to over 40 institutions to assist them in developing programs (Longman, 1978: 25). Also in 1974, Change Magazine published a position paper, Faculty Development in a Time of Retrenchment, by the group for human development in higher education which, according to Lindquist (1978), inspired a humanistic wave in the faculty development movement, one calling for assistance to professors to develop as persons in an humane environment.

Centra's 1976 survey of 2,600 colleges prompted a response from 1,783. Close to 60 percent of the respondents, 1,044, or almost half of all institutions, claimed to have faculty development programs of some type, evidence of the extent to which the movement had developed. By 1978 the concept had become an umbrella term to incorporate a wide range of activities aimed at instructional, personal, and organizational development.

Categorizing Faculty Development Programs

The very diversity of faculty development programs has prompted researchers (Bergquist and Phillips, 1975; 1977; Richardson, 1975; Centra, 1976; 1978; Lindquist, 1978; Gaff, 1975; Miller, 1974; and Diamond, 1973) to attempt to classify conceptual frameworks or theoretical approaches in order to facilitate an understanding of faculty development programs. Although the models reveal areas of disagreement, they are similar in that they are based on Watson's work in the area of social psychology which shows change taking place in the areas of

> structure - organization, use of space, authority;
>
> process - human interaction, communication; and
>
> attitude - values, assumptions, philosophies. (Bergquist and Phillips, 1977: 6).

Bergquist and Phillips (1975) see faculty development as composed of related activities for personal development (attitude), instructional development (process), and organizational development (structure). The purposes or goals range from those of individual faculty members clarifying values and attitudes or improving their interpersonal relationships or instructional effectiveness to those of improving organizational effectiveness. The activities designed to help faculty members and the institution reach these goals range from therapeutic counseling to management training.

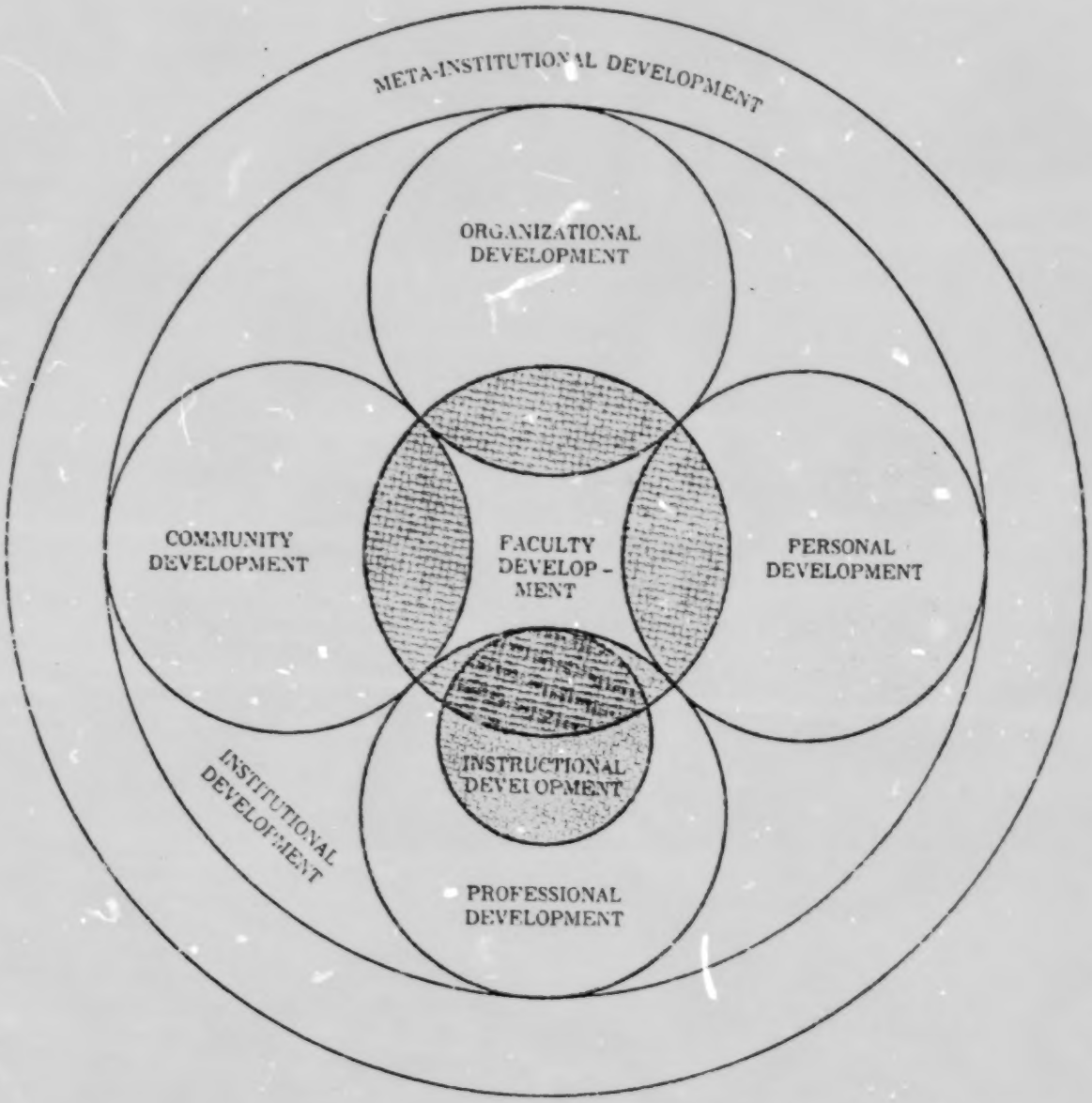
Gaff (1975), in part, duplicates Bergquist and Phillips' model. However, Gaff's notion of faculty development includes under that label elements of what Bergquist and Phillips call both personal and instructional development. For instance, Gaff's purpose for faculty development is to help faculty acquire needed knowledge, skills, sensitivities, and techniques.

A year after their first model in 1976, Bergquist and Phillips proposed a more comprehensive view of faculty development. They broadened the definition of such terms as instructional and organizational development and added the concept of community development, revealing a concern with the entire environment of the institution. Similarly, their concern with what they call meta-development (funding, establishing formal networks and consortia, publication and cooperative research projects) suggest a sensitivity to a systems theory approach to organizational understanding, one which sees faculty development as part of a comprehensive interacting set of factors.

An attempt to diagram the components of each of the foregoing three classifications of faculty development (Figure One) was made by Bergquist and Phillips (1977). In contrast to the three models' attempts to isolate and define particular faculty development activities in order to clarify their orientation and assumptions, Figure One recognizes that particular activities never retain in practice their precise theoretical definitions. The authors, therefore, portray faculty development as a set of overlapping and concentric circles. Faculty development itself, the central circle, overlaps organizational development, personal development, professional development, and community development, since the whole picture of faculty development depends upon including each of those areas, which are in themselves somewhat distinct from each other. Instructional development is shown to be part of the larger area of professional development, which, in turn, is part of faculty development. All the foregoing areas are shown to move forward in the context of institutional development, which, in its turn, succeeds only in the context of meta-institutional development. The figure further clarifies, for instance, the area of personal development, which focuses on the growth and development of the individual with secondary emphasis on that person's role as a faculty member in an institutional setting. Bergquist and Phillips emphasize the importance of their new and complex, if tentative, model:

> Faculty development is more than merely a response to crisis and retrenchment, for it fundamentally offers a new and considerably more complex paradigm of higher education than that held in the past. This new model, in spite of its tentativeness, hopefully reflects both the order and complexity of this new vision (Bergquist and Phillips, 1977: 11).

Figure One



A GRAPHIC REPRESENTATION
OF FACULTY DEVELOPMENT ACTIVITIES

(Used with permission of the author)

The classification of programs of faculty development presented by the Fund Associates in National Project III (1977) was worked out by a group of eleven institutions cooperating in a project designed to elevate the importance of teaching. They present professional growth as the result of a complex sequence of events. Their model, intended to be a guide in the search for effective ways to support programs of faculty development, suggests that a teacher's efforts to sustain and strengthen professional competences can be illustrated by reference to three dimensions. Dimension one concerns the focus or aim of the teacher's effort: professional growth describes his or her disciplinary interests. Instructional improvements concern her or his improvement in the classroom, conducting courses and programs of study. Organizational changes within the institution or between the institution and the off-campus community may be necessary to support the first two sets of efforts.

Dimension two concerns the modes of activity of different programs: renewal activities such as scholarly study, learning consultation, or sabbaticals are intended to improve the teacher's effectiveness by extending the frontiers of her or his knowledge without change of emphases. Reorientation activities, on the other hand, change the emphasis of the teacher's work to a new field or discipline or to a combination of fields in multi- and interdisciplinary programs. Retaining programs help faculty develop new skills and new expertise in cognate fields.

Dimension three concerns the impetus to change. Personal motives can change due to an awareness of new values which flow from identification with scholarly norms or changing standards of good teaching. Institutional pressures may bring faculty goals into harmony with institutional goals. Students may be demanding better teaching. Administrators may be responding to those and other demands for accountability. Social needs altered by, for instance, increased opportunities for minorities and women, or stronger emphasis on vocational, technical, and communication skill requirements of the society, may provide an impetus for individual faculty members to engage in faculty development programs. This three-dimensional scheme is intended to help practitioners detect gaps in their practices as they plan future programs. Using it to examine their own programs, the eleven colleges detected that they were, as a whole, giving less attention to programs for personal renewal than to reorientation and retraining activities.

Centra's research-based study (1978) results in a different kind of classification. His factor analysis of the replies from 756 institutions provides an initial look at what actually is taking place in the area of faculty development. For this reason, the clusters of activities revealed by Centra's factor analysis provide a fifth classification, one arrived at by research and statistical analysis, unlike former classifications.

Centra's questionnaire included 45 development practices grouped in the following categories:

(1) workshops, seminars, or similar presentations;

(2) analysis or assessment procedures;

(3) activities that involved media, technology, or course development;

(4) institution-wide policies or practices, such as sabbatical leaves, annual teaching awards; and

(5) a miscellaneous set of five practices (p. 8).

In short, the questionnaire contained activities from each of the several components of faculty development discussed earlier.

For all but the institution-wide practices, respondents were asked to estimate the percentage of faculty at their institutions who used the practices and how effective they thought each to be. Four factors or groups of development practices seemed to define patterns of estimated use of the practices among the institutions. These were (1) high faculty involvement, (2) instructional assistance practices, (3) traditional practices, and (4) emphasis on assessment.

As the label suggests, the development activities in group 1 tend to involve a high proportion of the faculty when they are used. Many of the practices are run, not only for faculty, but by faculty. Experienced teachers work with the inexperienced and teachers with special expertise share with their colleagues. As a result, good teachers, older teachers, and those needing help all tend to be involved.

The second group includes a range of activities designed to improve instructional effectiveness, from specialist assistance to faculty and instructional or course development, from the application of instructional technology to teaching or the use of audio-visual aids.

Traditional practices, clustered in group 3, include such familiar practices as visiting scholar programs, annual awards in teaching, sabbatical leaves, and grants for instructional improvement or travel.

Group 4, emphasis on assessment, is made up of activities designed to improve an instructor's assessment techniques as a means of improving his instruction.

Realizing that types of development programs might be based, not only on the extent to which practices are used among institutions, but also on how effective the respondents judged practices to be, Centra factor analyzed his data according to effectiveness ratings. The ratings resulted in six factors or groups of practices that appeared to best describe the structure. It may be significant that three of the six groupings are similar to three from the factor analysis of uses: instructional assistance practices, emphasis on assessment, and traditional practices. In any case, instructional assistance practices ranks highest in effectiveness ratings, while popular activities such as annual awards for faculty excellence in teaching and circulation of newsletters rank very low. High involvement activities such as workshops and seminars also rank high. While these analyses may not yield a traditionally understood classification, they do yield a framework which has proven helpful to the work of many other researchers.

The present study classified programs being reviewed in four categories (see Figure 2) relating the four to characteristic audience, institutional type, and strategies and approaches. The first three program classifications -- professional, systematic and eclectic -- usually exist in an institutional climate which supports and facilitates faculty in their traditional efforts to maintain professional growth. The fourth, learning theory, exists in an institutional environment intent on a kind of intervention to improve instruction and student learning. Programs in this category are usually created by the administration in an effort to change or enhance instruction in ways faculty might not be expected to do if left to their own initiative.

In the first group of programs, responsibility for professional growth rests with the individual who is expected to know best her or his professional development needs. Faculty ordinarily look to sabbatical leaves, travel, or research grants to achieve professional growth. Institutions act as facilitators of that growth with the expectation that faculty development pursuits of faculty will result in their being more vital scholars, who, in turn, will be better teachers.

Activities undertaken in the second category of systematic programs are similar to those in the first, though usually more highly structured. For example, faculty growth plans, a strategy of the second category, frequently serve to specify the goals to be achieved during a sabbatical leave or a project to be undertaken with the assistance of a research grant. Activities in this category are to a greater degree than in the first category the shared responsibility of the institution and the faculty member. While the individual faculty member is still perceived as knowing best what he or she needs for professional growth, the institution is free to mediate a faculty member's development in terms of institutional needs. Learning Sanskrit might be professionally enriching but unrelated to the particular college's curricular needs.

FIGURE 2. CLASSIFICATIONS OF FACULTY DEVELOPMENT PROGRAMS

	EMPHASIS (Intent)	AUDIENCE (Clients)	INSTITUTIONAL TYPE	STRATEGIES and APPROACHES
Supportand Facilitate	A. PROFESSIONAL (Assumptions) 1. Responsibility rests with the individual 2. Individual knows needs best. 3. Institution facilitates. 4. Vital scholars make the best teachers. 5. Vitality is maintained through professional involvement.	Faculty	Universities Four-Year Colleges	1. Released time 2. Sabbaticals and travel 3. Grants - Research Departmental (Colloquia)
	B. SYSTEMATIC (Integrated) 1. Responsibility for development shared. 2. Individual knows needs best. 3. Structure is important. 4. Mediates development in terms of institutional mission.	Faculty Administrators	Four-Year Colleges Community Colleges	1. Developmental Plans (Growth Contracts) 2. Comprehensive Evaluation Systems
	C. ECLECTIC 1. Personal and professional development. 2. Broad array of activities.	Faculty Administrators Staff	Community Colleges Four-Year Colleges Universities	1. Workshops and seminars
Interveve	D. LEARNING THEORY 1. Increased attention to teaching (teaching is poor; teaching is closer to the institutional mission; teaching is not a part of the professional concerns of faculty). 2. Institutional responsibility. 3. Remedial in emphasis.	Faculty Administrators	Universities (Centers) Four-Year Colleges Community Colleges	1. Consultation 2. Instructional Development 3. Workshops 4. Grants - Instruction
Remediate				

Category three, eclectic activities, is frequently found in teaching-oriented colleges or universities with strong student development programs. Such environments support the idea of providing a broad array of activities, many of them of the workshop and seminar variety, to meet a variety of needs and desires of faculty. Often the professional growth of administrators and staff as well as of faculty are served by such programs.

The fourth category, learning theory, captures programs whose central intent is to increase the attention given to teaching. Frequently such programs rely upon professionally trained personnel with expertise in course development and instructional improvement to staff Centers for Learning and Teaching. The institution assumes responsibility to provide such services. In addition to providing consultation on teaching, the center may sponsor workshops and seminars and even administer grants and sabbatical programs. While some of the approaches to faculty development remain the same as in the other categories, institutional responsibility for a clear focus upon pedagogy and learning theory differentiates these programs from the other three.

However a practitioner decides to approach the creation or administration of a faculty development program, he or she may clarify his or her approach by giving some attention to the variety of classifications developed thus far.

Before discussing the planning and evaluating of programs we turn to an examination of what is known about faculty that will be relevant to launching, operating, and assessing a successful program.

CHAPTER III. THE LITERATURE ON FACULTY

A sound faculty growth program builds on what faculty value and how they behave. Higher education possesses a large body of relevant knowledge, a fair share of which has been gained from experience. At the same time, we were surprised at the lack of information -- and especially by the degree of misinformation -- many displayed during the course of our project. This section supplies a brief overview of the literature on faculty and directs the reader to key sources.

The past two decades have witnessed a rapid expansion of studies on academics, literally thousands. (There are over 500 alone on student evaluation of teaching.) Most are relevant, for professional growth includes all dimensions of professional behavior. However, we highlight those studies which have reviewed the works of others as one way of reducing the quantity. In addition, the focus here is on those factors that are easier to change (e.g., support systems, work climate,...) than on those variables that are more difficult (e.g., basic personality) or impossible (e.g., age, race, sex,...) to alter, important as the latter are for understanding faculty. Last, more attention is paid to the literature related to faculty as pedagogues than to their other roles although professional growth clearly includes more than teaching.

Faculty and Teaching

To begin with, faculty highly value their teaching role, irrespective of institutional type. When indicating the degree of importance they attach to teaching, between 94% (in research universities) and 99% (in community colleges and less selective liberal arts colleges) answered "considerable" or "great" (all over 70%), the two highest points on the scale (Blackburn et al, 1980: 15-16). Furthermore, whether participating in faculty development programs or not, the vast majority are working on some aspect of their teaching every year -- revising a syllabus, preparing a new lecture, doing library research, and the like (O'Connell, 1979). Over 90% in our survey say their teaching is improving every year. Still, among responses to the program goal questionnaire, improving classroom teaching ranked first out of 12 goals faculty hold in every type and level of institution (p. 34). The evidence is conclusive that faculty care about teaching.

Next, faculty concern about teaching does not stem from a deficiency in that role, either perceived or observed. In our survey, about 90% judge themselves about average or superior teachers (p. 18), a finding supported by Gaff (n.d.) and Baldwin and Blackburn (1981). These perceptions are corroborated by a study at the

University of Michigan, a type of institution where undergraduate instruction is asserted to be the poorest. Students at Michigan rate 90% of the faculty in the upper two categories (Ericksen, 1978). Teaching, then, is a faculty concern, but not a serious faculty problem. Pedagogy is a professional value, like scholarship (and some faculty view teaching as scholarship -- see below), something one works on throughout her or his career, as does, say, a pianist or a surgeon or a writer continuously strives to improve. Pedagogy matters and appropriate resources for improving it will be welcome.

Evaluating and Rewarding Teaching

First, Costin, Greenough, and Menges (1971), Kulik and McKeachie (1975), and Feldman (1976; 1977) have reviewed the several hundred studies that test what variables affect student ratings and the degree to which they do. They have demonstrated, among other things, the high reliability of the instruments, the high correlation between different instruments, and the general independence of rating from factors hypothesized to introduce bias (e.g., grades a professor gives).

Second, a small literature indicates that a professor's rating tends to be stable over time. (Felder and Blackburn (1981) review this literature and contribute a finding.) For the same teacher with the same course with more than 10 students, ratings intercorrelate highly or, put another way, any one rating does not differ significantly from an earlier or later one. (Performance can be changed, however. See below.)

Third, Cohen (1980) has demonstrated that student ratings and student learnings -- a criterion all faculty and administrators accept -- are significantly positively correlated ($r = .41$). His meta-analysis took into account all studies of multiple section courses, after setting acceptable criteria. (His analysis included individual studies that report correlations ranging from $-.75$ to $+.76$.)

The inference to be drawn from these research studies is that administrators can confidently evaluate and reward teaching, if that is their desire.

Improving Teaching: Changing Faculty Behavior

Levinson and Menges (1980) collect and critique the research literature on improving college teaching by intervention. In the main, this is a new research area. Levinson and Menges find the quality of the studies wanting -- in design, conceptualization, and analysis. They nonetheless have categorized improvement in intervention techniques into 13 categories. The most frequent are workshops for transmitting skills (14 of the 77 studies) and student ratings (12).

Most studies support the intervention strategy employed. That is, whatever teaching improvement method was attempted, the outcome produced positive results. However, the higher the quality of the study, the less likely this was to be the case. Only 60% of the best studies found significant differences in faculty teaching after treatment.

Levinson and Menges conclude that workshops and seminars motivate and raise consciousness but are unlikely to lead to lasting changes unless opportunities for practice and critical feedback occur. Nelson and Siegel (1980) reach similar conclusions after their evaluation of programs at 20 liberal arts colleges. Little is known about how faculty deal with the student ratings they receive. Clearly, further research is needed in this area.

Professional Growth

Faculty professional growth concerns extend beyond the classroom. Our survey revealed a strong faculty desire to improve techniques related to traditional research and to enhance interpersonal skills. Ladd (1979) uncovered a similar faculty wish to increase research activity in his national study.

Blackburn, Beheymer, and Hall (1978) have reviewed the findings that relate to faculty publications, and analyzed data from the earlier Carnegie national questionnaire responses from over 60,000 academics. Place of employment is the single best predictor of faculty scholarly productivity, a finding corroborated by Long (1978) with longitudinal data. That is, the work environment matters. Faculty who come to productive surroundings produce more there than they did before they arrived and more than they will later if they move to a less productive environment. Resources, support, challenge, communication with producers on other campuses, all correlate with a professor's productivity. These are factors leaders can nourish so as to enrich the environment and thereby simultaneously increase faculty productivity and satisfaction. An early start, graduation from a highly rated university, a strong interest in scholarship, and other attributes less amenable to administrative leadership also correlate strongly with publishing articles and books. Sex does not, when the other factors are controlled for, although until now women's productivity has been less than men's. Recognition of how selected factors are related to productivity does suggest what courses of action are more likely to produce success.

Faculty Careers and Stress

Like other professionals, the faculty career is not a smooth curve of ever increasing skill and satisfaction. It, too, has its

ups and downs. (See, e.g., Baldwin and Blackburn, 1981.) And also like other human beings, faculty performance is affected by stress. (See, e.g., Clark and Blackburn, 1973; Boberg, Blackburn and Pellino, 1981.)

Our survey shows many indicators of increased stress on faculty. By way of illustration, faculty in all colleges reported an increased pressure on them to improve their teaching, be innovative, revise curricula, publish, and obtain grants. Almost all faculty wanted to redistribute the time they give to their different roles. Furthermore, their time allocation preference and their belief of their institution's expectations seldom agreed. Add to these factors the predictions of declining enrollments and the fact that salaries are annually falling behind the cost of living and there can be little doubt that stress among faculty is on the rise.

Competition increases productivity (Pelz and Andrews, 1976). But overloads can become dysfunctional. The administrator needs to be delicate with the former and to mitigate the latter.

* * * * * * *

The inferences from this brief overview are clear. Faculty are professionals. They work 55-57 hours a week (Elmore and Blackburn, 1980). They complain, however, not about the numbers of hours spent on the job but rather about the lack of time available to achieve goals, institutional as well as personal and which are for the most part in congruence. Faculty are stimulated by ideas and by the novel -- be it in teaching, research, service, performing in the arts, or in working with students (Pellino, Blackburn, and Boberg, 1981). They are anti-bureaucratic. Indeed, they are highly competitive entrepreneurs in the old-fashioned sense. They do not distinguish between vocation and avocation. They are always at work yet never at work. Their work and leisure are one.

The administrator's task, consequently, becomes a clear one. Create a productive environment. Select good seeds, plant in a good climate, fertilize with ideas, weed when necessary, and control and nourish the greenhouse environment.

Bemoaning the mutant and threatening the slow grower help little at all. Different species respond to different nutrients. For the most part, however, let nature take its course. The fruits will blossom and grow.

At the same time, effective programs are planned and evaluated. Needs have to be determined; courses of action have to be developed and examined; and evidence has to be collected to assess accomplishments so that modifications can be made. The next section presents one approach to this important ingredient.

CHAPTER IV. PLANNING AND EVALUATING PROFESSIONAL GROWTH PROGRAMS

There are any number of adequate reviews of the literature on program planning and evaluation in higher education and it is not necessary to replicate these reviews here. In addition, several fine pieces have recently appeared which focus specifically on planning and evaluation as they relate to faculty professional development (Diamond, et al., 1973). While it has been suggested that there is no best method of planning, this body of literature does contain a number of common principles which may help to insure more effective planning.

1. Planning requires data.

Just as a sound data base is needed for the daily operation and management of a program, so does program planning require reliable information from which to make decisions. Planning for faculty professional development demands not only an acquaintance with the variety of research findings on faculty attitudes, work, and performance but also a thorough knowledge of the statistical, as well as personality profile of the college's faculty.

2. Planning programs for people demands flexibility.

At the same time that one is attempting to get the general picture of a faculty's professional development needs, care should be taken to design programs capable of responding to individual faculty differences that are dictated by differences in academic discipline, predilection for work activity, and career stage.

3. Broad participation effects good planning.

Research on faculty work suggests that performance is dictated to a high degree by the complex interaction of a set of internalized standards of professional performance. Faculty do not automatically respond to performance expectations reflected in institutional reward structures. Professional development must be planned with faculty not for faculty.

4. Evaluation and feedback are essential elements of the planning process.

Evaluation, whether of specific activities or whole programs, allows planners to monitor the appropriateness of professional growth efforts particularly from the perspective of faculty perceived need.

5. Planning should be comprehensive.

Attention to professional development must occur in relation to systematic academic planning if individual faculty goals and institutional mission are to be mutually supportive.

6. Planning must be coordinated, organized, and sustained.

Planning for professionals requires professional planning. Professional development programs suffer credibility if they appear to be one-shot, hit or miss, faddish, or responses to available funding.

Figure 3 displays the planning and evaluation model which serves as the organizing principle for the materials presented in this monograph (and which served as the guide for the evaluation study from which much of the data presented in the following sections was drawn).

Briefly, the design incorporates five stages. Each stage in the planning cycle has a concurrent evaluation component with its own unique focus and purpose. Ideally the task and products of each planning stage should be undertaken and evaluated before moving on to the next stage. However, programs are not always planned in this intentional fashion, nor from the perspective of evaluation do they always permit formative involvement. The instruments in the following section have been designed, therefore, to permit one planning a professional growth program to assess the model at what is the most appropriate stage. For example, using essentially the same instrument, a needs assessment can be done as a first step in program planning or in an ex post facto fashion to determine if a current program meets the expressed needs of faculty. Similarly, one can assess the teaching attitudes of faculty as a guide to designing an instructional development program, or in a pre and post fashion as a means of discovering broadened attitudes as an outcome of such a program.

Aids to Evaluation/Planning

A sound approach towards planning and evaluation requires knowledge of actual practices, personal and/or environmental constraints affecting practices, and faculty professional growth needs. Information in any one or all of these categories may already be available through the office of institutional research or academic affairs. More often than not, however, faculty studies are directed to fiscal management, not faculty development. With this institutional limitation in mind, instruments were designed, tested, and randomly distributed to faculty in 24 institutions -- eight universities, eight liberal arts colleges, and eight community colleges. Six instruments were employed to assess faculty, administrators, and program goals and practices (two other instruments, a demographic sheet and a goal inventory, were also utilized. They are included in the Appendix).

Figure 3 Planning and Evaluation Model

PLANNING CYCLE	PROBLEM IDENTIFICATION			PROBLEM SOLUTION		
	TASKS	Assess Needs	Determine Solution Requirements	Select Solution Strategy	Implement Program Activities	Evaluate
	OUTCOMES	Identification of Problem	Alternative Program Plans	Program Rationale	Actual Program	Evaluation Design
		Development of Goals	Resource List			
EVALUATION	FOCUS	Desirability	Feasibility	Appropriateness and Completeness	Usability and Effectiveness	Thoroughness and Comprehensibility
		FORMATIVE EVALUATION		SUMMATIVE EVALUATION		

- Faculty Roles and Careers:

This instrument serves as a faculty needs assessment as it deals with dimensions of the faculty role, academic interests and values, and career goals. It also monitors the environment (institutional rewards and resources), stress causing factors, and the coping mechanisms faculty utilize to reduce stress.

- Faculty Attitudes Towards Instruction and Teaching Practices:

This instrument provides information about faculty instructional goals, attitudes towards teaching practices, what faculty believe constitutes superior teaching, and a faculty measure of preferential modes for assessing their teaching. Other items on methods of instruction, student evaluation practices, assignment of out-of-class activities, and the use of instructional media provide information on actual teaching practices. (If the primary focus of the program is instructional development, these items can be used as a needs assessment as to what types of activities should be provided.)

- Faculty Scholarship:

This instrument is particularly important in providing clarification of the faculty scholarly role. It reports the time given and the importance of an activity to a professor's meaning of scholarship. The items have been factor analyzed. The five dimensions of scholarship are:

1. Scholarship as Teaching.
2. Scholarship as Traditional Research.
3. Scholarship as "Engagement with the Novel."
4. Scholarship as Service.
5. Scholarship as Artistic Performance.

Used in conjunction with the administrators' view of the scholarly role (see below, next section), this instrument provides information about the congruence on discrepancy in perceptions of scholarship.

- Administrators' View of the Scholarly Role:

This instrument, an adaptation of the previous instrument, provides data on management's view of the scholarly role and the amount of time expected to be spent on each activity. The items constitute a measure of shared norms and expectations. When discrepancies exist in norms and expectations between faculty and administrators, stress is likely to occur resulting in personal dysfunction. When differences have been identified, measures can be taken to alleviate the sources of stress.

- Impact of Students on Faculty:

This instrument focuses on faculty perception of students. A factor analysis of the instrument has resulted in identifying four types of students:

1. Stimulators.
2. Energy Drainers.
3. Novitiates.
4. Friends/Peers

For example, faculty who find students to be "Stimulators" and "Novitiates" are more likely to use less traditional modes of teaching (e.g., PSI). If the purpose of the program is to introduce new teaching techniques, identifying such individuals will lead to more positive results.

- Program Assessment:

This instrument assesses the goals of a faculty development program, the benefits of the program, the importance of the program, past and future participation, how successful a program is judged to be, and the outcomes from participating in a specific program.

* * * * * * * *

While the instruments can be used individually (each can stand alone for its specific purpose), a flexible, holistic approach would be to use those questionnaires which supplement available data and that address the planning/evaluation process or the needs of the institution and/or program. This flexibility can be augmented by selecting from different instruments to assess a variety of factors. The following are measures (scales) that can be obtained from the instruments for institutional analysis or evaluation:

Factor Areas and Scales

1. Faculty Teaching Practices
   a) Traditional Teaching
   b) Non-Traditional Teaching
   c) Scientific Teaching
2. Faculty Instructional Goals
   a) Self/Citizenship Development
   b) Career Development
   c) Scholarly Development

3. Faculty Developmental Goals
   a) Personal
   b) Teaching Effectiveness
4. Faculty Development Program Outcomes
   a) Growth in Pedagogical Techniques
   b) Increased Interpersonal Relationships
   c) Personal Growth
5. Faculty Perceptions of Students
   a) As Stimulators
   b) As Drainers
   c) As Friends
   d) As Novitiates
6. Dimensions of Scholarship
   a) As Artistic Endeavor
   b) As Research/Publication
   c) As Pedagogy
   d) As Service
   e) As Engagement with the Novel
7. Faculty Sources of Stress and Strain
   a) Declining Status/Pessimism (Stress)
   b) System Unfairness (Stress)
   c) Work Dissatisfaction (Strain)
      1) Teaching
         a. Personal
         b. Institutional
      2) Research
         a. Personal
         b. Institutional
      3) Service
         a. Personal
         b. Institutional
8. Faculty Coping Strategies
   a) Interacting with Others
   b) Searching for a New Position
   c) Improving Professional Competencies
   d) Seeking Funding

9. Faculty Career Goal Concerns (Vis-a-Vis)
   a) Self
   b) Others
   c) Discipline
10. Faculty Interests and Values
   a) Importance of Teaching
   b) Importance of Research for Teaching
   c) Importance of Students
11. Importance of Institutional Resources
   a) Their Quality
   b) The Facilities
   c) Support
12. Professional Growth Desires
   a) Improve Teaching Skills
   b) Improve Scholarly Skills
   c) Improve (Inter) Personal Skills
13. Institutional Rewards
   a) Pedagogy/Local
   b) Scholarly/Cosmopolitan

By way of illustration, the details of Factor Area 6 (Dimensions of Scholarship) and its scales are shown below.

TABLE 1

Factor 1. Scholarship as Artistic Endeavor

Items and Factor Loading

Q#*	Activity	Varimax Loading
26	Performed or exhibited an artistic work	.78
32	Practiced a skill (musical instrument, dance)	.72
31	Engaged in writing (poetry, essays)	.66
36	Designed/constructed a new apparatus or piece of technical equipment	.48
Percent of Total Variance		12.30
Cronbach Alpha		.80

*Corresponding question number on instrument (See Appendix)

TABLE 2

Factor 2. Scholarship as Research

(Publication) Items and Factor Loadings

Q#	Activity	Varimax Loading
29	Submitted an article for publication in an academic or professional journal	.87
25	Published an article in an academic or professional journal	.86
15	Reviewed articles for a professional journal	.77
27	Published a book review	.69
28	Published or edited, alone or in collaboration, a book or monograph	.68
9	Delivered a paper at a professional meeting	.68
16	Served on an editorial board of a journal	.66
14	Reviewed proposals for a funding agency	.55
11	Delivered a colloquium open to faculty and students	.49

Percent of Total Variance	17.25
Cronbach Alpha	.92

TABLE 3

Factor 3. Scholarship as Pedagogy

Items and Factor Loadings

Q#	Activity	Varimax Loading
22	Prepared a new (and extensive) syllabus for a course	.76
19	Developed a new set of lectures	.71
17	Did library research in revising the content of a course	.69
21	Constructed a novel examination/ testing practice	.56
23	Played a major role in your unit's (or the college's) curriculum revision	.49
18	Made a presentation to colleagues about new instructional techniques	.49
24	Introduced some result of your scholarship in your teaching	.48
33	Systematized your work (classified, organized, updated bibliography)	.46
20	Served as a guest lecturer in a colleague's class	.44

Percent of Total Variance	11.99
Cronbach Alpha	.85

TABLE 4

Factor 4. Scholarship as Community Service

Items and Factor Loadings

Q#	Activity	Varimax Loading
10	Engaged in consulting off campus	.59
13	Delivered a talk to a local civic or religious organization	.43
	Percent of Total Variance	4.60
	Cronbach Alpha	.46

TABLE 5

Factor 5. Scholarship as Engagement with the Novel Items and Factor Loadings

Q#	Activity	Varimax Loading
37	Engaged in systematic study to gain new knowledge or acquire a new research technique	.54
39	Introduced some result of your scholarship in a consultation	.46
38	Supervised students working on creative projects	.45
34	Developed a new process for dealing with a problem	.41
	Percent of Total Variance	5.05
	Cronbach Alpha	.71

The use of the instrument and scales can be seen in Table 6 below where administrative responses in five colleges and universities are compared to the faculties.

TABLE 6

Factor 2. Traditional Research		(N)	Mean	S.D.	F-Ratio	Problem of F
LAC-B*	Faculty	(31)	2.19**	1.01	1.745	.193
	Admin.	(12)	2.62	.82		
LAC-A_1	Faculty	(36)	2.07	.89	.692	.410
	Admin.	(8)	2.36	.77		
LAC-A_2	Faculty	(24)	2.29	1.09	.775	.385
	Admin.	(10)	2.61	.49		
U-A_1	Faculty	(55)	2.65	1.00	5.720	.019
	Admin.	(11)	3.42	.82		
U-A_2	Faculty	(53)	2.89	.89	4.920	.030
	Admin.	(15)	3.45	.76		

*Abbreviations

CC: Community Junior Colleges; Private and Public
LAC: Liberal Arts Colleges; all are private, residential, bachelor degree
U: Universities; Private and Public

The "A" and "B" essentially follow the Carnegie Commission Classification. "B" means more selective (and "A" less selective) with regards to student ability in the case of the LACs and the Us. In addition, in the case of the Us, an "A" most often designates a regional U which has few if any doctoral programs whereas a "B" tends to be a research U. (A subscript 1, 2,...simply differentiates one U from another.)

**On a scale score of how characteristic (or how frequently done in the last two years) an activity is of the scholarly role (or should be, in the case of administrators responding), were

5 = Very Highly Characteristic
4 = Highly Characteristic
3 = Moderately Characteristic
2 = Somewhat Characteristic
1 = Not Characteristic

The liberal arts colleges have a high degree of agreement between faculty and administrators on the value to be assigned to traditional research. On the other hand, significant discrepencies exist on the university campuses. Here administrators assign a much higher importance to this role than faculty do, a sign that there will be conflict in these campuses when it comes to what is rewarded.

* * * * * * *

Reliability of the Instruments

The reliability of the instruments was established through a test/retest method. Sixty of each of the instruments were sent one month later to original respondents randomly selected across the institutions. The instruments were analyzed item by item using a parametric matched pair t-test. The computer analysis showed that the reliability of the total scores of the instruments ranged from 85 to 97 percent.

TABLE 7

Reliability of Instruments

Questionnaire	Reliability (Percent)
Faculty Roles and Careers	85
Faculty Attitudes Towards Instruction and Teaching Practices	95
Scholarly Role	94
Program Assessment	97

Response Rate and Bias

The representativeness of the population who responded was analyzed by taking a random sample of early and late respondents, matched in numbers of cases for each institution. There was no significant difference between the two groups on any of the tested demographic variables -- age, rank, sex, highest degree, and academic discipline. The F tests produced probability values between .75 and .85. In short, those who were the last respondents to a second follow-up were no different in their basic backgrounds from those who answered the first request. Consequently, it can be argued that those who did not respond are not likely to be different from those whose data are available.

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*The support of Students on Faculty and the Administrator's Value of the Scholarly Role were not retested

Validity of the Instruments

As a validity check, vitae were collected from a random sample of faculty. These were coded for publications, age, and sex and correlated with their self-reported data on the demographic questionnaire. This becomes a measure of validity. The results were in accord with what Allison and Stewart (1974) found with faculty self-reported data.

In summary, the data are from a representative group of faculty and they have responded to our instruments in a truthful and dependable manner. The instruments can be used with confidence in the results.

The next section reports some findings from faculty who assessed a variety of program types at the 24 institutions in our national study.

CHAPTER V. FACULTY EVALUATION OF PROGRAMS ON THEIR CAMPUS

As in most studies of faculty participants and non-participants in the adoption and implementation of innovations (see Rogers and Shoemaker, 1971, for example), these two groups differ little from each other on most demographic characteristics. They come from all ranks with participants being a shade younger. Both the tenured and the non-tenured participate, although those who have been at the institution a shorter time do so in a somewhat greater ratio. That women are more likely to have engaged in faculty development activities than men may be attributed to their heavy distribution at the community colleges and to being newer at the institution. Hence their overrepresentation may be a consequence of these two factors and not related to gender. They may, however, as an underrepresented group, be participating because they believe such recognition by administrators will secure their future.

While participants and non-participants do not differ on most demographic characteristics, they do differ considerably in their attitudes towards teaching and in their instructional practices. Non-participants appear to be more traditional in their instructional practices. While the principal teaching practice is lecturing for both groups, non-participants were twenty percent more likely always to use this format and were from ten to sixteen percent more likely never to use other modes of instruction such as game simulations (12%), tutorials (10%), and computer instruction packages such as PSI (16%).

(In this and following sections, we report instances where differences equal or exceed 5% even though they may not be statistically significant. We do this because in a population which holds very similar values about teaching small differences might be important in examining faculty development progress activities.)

The two groups also differ in their evaluation practices. Non-participants were more likely always to use homework assignments and essay type tests (15 and 6%, respectively).

The assignment of out-of-class activities differ along two dimensions, with non-participants more likely never to use supplementary readings and laboratory work (7 and 6%, respectively).

In the use of instructional media, textbooks are clearly the preference for both groups. But the traditional practices of non-participants are more pronounced -- they are more likely never to use visual aids (12%), video (16%), and films (15%).

In short faculty who participate in faculty development programs exhibit greater flexibility in instructional practices.

Since participants and non-participants differ in their actual practices, we might conclude that they differ in their basic attitudes and value structures. But this is not the case. Faculty, both groups, believe that knowledge -- whether it is knowledge of subject matter, knowledge and skills applicable to a career or self-knowledge -- is the most important aspect of an undergraduate education. On ten items assessing faculty attitudes towards teaching, non-participants differed on only one item, preparation for community leadership, that they valued more highly (14%).

In accounting for superior teaching, knowledge of the subject matter is of primary importance (97% for both groups), but non-participants differ on four out of seven of the items. (Participants and non-participants both rate their own teaching very highly but do not judge their colleagues highly.) They place more emphasis on active engagement in research (16%) and quality of students (7%) and less credence on the instructor's personality (5%). Participants on the other hand indicate that specified training for teaching is very important (14%). This result not only probably accounts for their becoming participants, it also suggests that participation may have led to their larger repertoire and use of instructional practices.

When asked to reflect upon the last year of teaching, participants indicated that teaching was more rewarding for them (9%) and that students continued to challenge and stimulate them (7% or more). While over ninety percent of the faculty were sure of what they wanted to communicate to their students and believed that their teaching performance is improving participants were more positive (10% higher on strongly agree). On the other hand participants were less certain of their abilities to balance teaching and other professional responsibilities (percentages were 8% higher on agree with reservation).

In assessing their classroom teaching, both groups place the greatest value on self-assessment. But non-participants place less value on student ratings (7%), student opinions (5%), and, especially, administrator feedback (10%).

In summation, participants and non-participants differ somewhat in their teaching and evaluation parctices. Non-participants appear to be far more "traditional." The two groups are, however, alike in their attitudes towards teaching.

Program Effectiveness

Table 8 displays the six most frequently mentioned program types faculty participated in. On-campus workshops are far ahead of all the others in frequency. However, they receive the lowest grades. Leaves (sabbaticals, for example) earn the highest mark. The (N) here is small, however, and this result must be taken with some caution.

From the array of benefits shown in Table 9, faculty say they have gained information about teaching resources, have increased their awareness of their teaching practices and the assumptions underlying these, have acquired knowledge about alternative instructional procedures, and have been motivated and stimulated towards excellence in teaching. These were goals for faculty development programs and they appear to have been successfully achieved.

On the other end of the spectrum, matters relating to students -- better understanding and better relationships -- rank at or near the bottom and are never mentioned by half the faculty. This critical instructional development goal has not been well achieved by these various programs.

It is also interesting to note that what was no doubt an unintended program outcome received some of the highest rankings. Through their program's activities faculty increased interactions with their peers. They judged this discovery of colleagues to be a very strong benefit.

TABLE 8

Program Effectiveness

Responses (in percents) to the following question regarding their principal contact with their institution's program; "How productive was your involvement in the program relative to the time you spent in it?"

		Productivity Level				
Program Type	(N)	Not at all	Partial	Moderate	High	Very High
On-Campus Workshops	312	10	13	41	23	14
Off-Campus Workshops	26	0	12	35	19	35
Consultations	56	5	7	18	48	21
Leaves	12	0	0	17	25	58
Grants	60	0	10	13	37	40
Taking a Course/ Attending Seminar	11	0	9	82	0	9

TABLE 9

Benefits of Participation Ranks* (in Percents)

	Workshops on Campus	Grants	Consul-tations	Conferences off Campus	Leaves & Sabbaticals	Courses & Seminars
New perspectives on teaching and learning in general	8.5 (42)	9 (47)	3 (64)	5 (48)	4.5 (67)	10 (36)
Greater awareness of your own teaching assumptions and practices	4 (49)	8 (50)	1 (74)	4 (52)	8.5 (58)	2 (54)
Knowledge about alternative instruction procedures	6.5 (43)	7 (54)	5 (56)	6.5 (48)	12 (42)	13 (27)
Skill in using new instructional procedures	12 (27)	14 (36)	8.5 (41)	15 (32)	14 (33)	3 (54)
Support or confirmation of your previous ideas and practices	2 (57)	3 (60)	2 (67)	2 (56)	4.5 (67)	5 (45)
Contact with interesting people from other parts of the institution	1 (65)	2 (60)	6 (50)	1 (60)	10 (50)	1 (64)
Information about other resources, people, and materials for use in your teaching	5 (48)	6 (56)	11 (38)	3 (54)	2.5 (75)	6 (45)
Greater support from the institution for your teaching	14 (24)	12 (40)	14.5 (20)	12 (36)	6.5 (58)	14 (27)
A broader understanding of faculty development	10 (41)	11 (41)	10 (40)	11 (40)	11 (50)	15 (18)
Personal growth or renewal	8.5 (42)	5 (58)	8.5 (41)	6.5 (48)	2.5 (75)	12 (27)
Increasing motivation or stimulation for teaching excellence	3 (53)	1 (66)	4 (61)	9 (48)	1 (83)	4 (50)
Better understanding of students	11 (34)	15 (34)	7 (43)	13.5 (12)	13 (42)	11 (30)
Better relationships with students	13 (26)	13 (39)	13 (30)	13.5 (12)	15 (18)	8 (40)
Better relationships with colleagues	6.5 (43)	10 (43)	12 (35)	9 (48)	8.5 (58)	8 (40)
Increased scholarly activity	15 (20)	4 (58)	14.5 (20)	9 (48)	6.5 (58)	8 (40)

*Rankings determined by combining responses labeled "much" and "great deal" (of benefit), the top two of a four point scale.

Finally, what is perhaps the most striking outcome of all is the statement which received the highest ranking of the fifteen, namely, support or confirmation of the faculty member's previous ideas and practices. It is not immediately obvious what interpretation should be given to this result. One possibility is that faculty have learned little new but rather now have evidence to support what they have always believed and practiced. But this inference is not consistent with other benefits faculty say they have had from participation. A second interpretation would find this outcome to be but one more dimension of the faculty psyche which views themselves as able pedagogues.

The next chapter describes six different programs covering a wide range. Similar ends can be accomplished in a variety of ways. The content, the times, and the available resources also shaped each one.

CHAPTER VI. DESCRIPTIONS OF MODEL PROGRAMS

Six professional growth programs are selected for description because of the diversity they provide in dealing with faculty and the care with which they were planned and executed. While the programs are meant primarily to serve as illustrations, it should be noted that each was positively evaluated by the faculty it served. In addition, though no program is without its weaknesses, by and large faculty who were interviewed responded that if they were serving as consultants to another campus they would recommend that a program be initiated in much the same form that they had evolved on their campus. (Data from our survey instruments are included only in the report of the University of Rhode Island in order not to overlengthen this monograph. Similar data exist to support the descriptions of the other college and university programs.)

... The University of Rhode Island

The University of Rhode Island (URI) established an Instructional Development Program in 1975. The goals of the program were twofold:

1) to provide expert and practical assistance to faculty members interested in assessing and increasing the effectiveness of their teaching; and

2) to help URI develop an institutional environment in which effective and stimulating teaching is actively encouraged and expected, systematically and overtly rewarded, and regularly attended to by students, faculty and administrators.

The center piece of the IDP is the teaching consultation process. Roughly 30 instructors per year choose to involve themselves in this aspect of the program. As will become evident this involvement represents a substantial commitment on the part of both the individual faculty member and the IDP staff person.

The Teaching Consultation Process offers faculty members an opportunity to work with an IDP consultant to assess and improve their teaching effectiveness. This service involves a systematic, but individualized, process which includes three major stages:

1. Early-semester analysis of teaching

   Relatively comprehensive information about the instructor's teaching is collected through an interview with the instructor, a classroom observation, a videotape, and a

student questionnaire. This information is then reviewed by the instructor and the consultant in order to identify teaching strengths, to discover possible areas for improvement, and to define improvement goals.

2. Continuing consultation on improvement strategies

   Instructors who elect to continue working in this collaborative arrangement work with the consultant to find techniques and strategies which will enable them to accomplish their improvement goals. While activities during this stage vary widely, the consultant can help instructors find ways to capitalize on their teaching strengths, examine relevant research on teaching and learning, plan class activities which incorporate principles of learning, experiment with various classroom techniques and skills, and obtain continuous feedback about teaching/learning activities.

3. End-of-semester analysis of teaching

   Information about the instructor's teaching is again collected through classroom observations, a videotape, and a student questionnaire. The consultant and instructor review this information in order to assess progress toward improvement goals and to update their analysis of teaching strengths and areas for improvement.

During the past four years, approximately 120 instructors have participated in the consultation process at URI. Several of these instructors have used the process more than once. Evaluations by these people reveal that different instructors gain different insights about their teaching and derive different benefits from their participation. However, all have reported that they have gained something of value, that the process was well worth their time and effort, and that they would recommend it to their peers. When asked what they liked most about the process, the most frequent responses have included: "the opportunity to talk with someone about my teaching," "the systematic nature of the analysis and improvement procedures," and "the personal interest and support provided by the teaching consultant."

In addition to these favorable evaluations by participants themselves, a formal evaluation study conducted during Fall 1977 revealed that student ratings of teaching improvement were significantly more positive for instructors who participated in this process than they were for instructors who did not participate. A follow-up study of professors who have participated in the consultation process suggested that improvements in their teaching are maintained, and possibly increase, in subsequent semesters. These findings suggest to us that faculty members have been able to use the consultation process productively.

Our external evaluation corroborates the institutional reports and indicates future directions the program might take. For example, Tables and show URI faculty have received the message regarding the importance of teaching.

TABLE 10

Changes in Reward Structure (in Percents)

Responses to the question: "Indicate the extent to which your institution has changed the emphasis on this reward in the past five years."

	(N)	Less emphasis	No change	More emphasis	Don't know
Classroom Teaching					
(URI)	(60)	10.0	50.0	30.0	10.0
(U-A)	(233)	17.4	39.6	16.2	26.8
(U-B)	(206)	14.6	43.2	23.3	18.9

TABLE 11

Importance of Teaching (in Percents)

		(N)	Strongly disagree	Disagree with reservations	Agree with reservations	Strongly agree
Teaching is the most important part of the academic role	(URI)	(65)	4.6	10.8	44.6	44.0
	(U-A)	(250)	2.8	6.4	38.0	52.8
	(U-B)	(217)	4.1	13.8	46.1	35.9
Teaching effectiveness, not publishing should be the primary criterion for promotion	(URI)	(63)	9.5	44.4	30.2	15.9
	(U-A)	(245)	4.5	18.8	45.3	31.4
	(U-B)	(213)	14.1	34.3	40.4	11.3

The faculty concern for traditional research and publication is supported by their expression of a strong association between teaching and research. (See Table 12).

TABLE 12

The Elements of Superior Teaching (in Percents)

Responses to the question: "Indicate the importance of the following in Accounting for Superior Teaching."

			Importance Level			
		(N)	Little	Moderate	Considerable	Great
Active engagement in research/ scholarship	(URI)	(63)	4.8	14.5	46.8	33.9
	(U-A)	(185)	14.1	33.5	33.5	18.9
	(U-B)	(292)	6.2	21.2	33.9	28.8

How faculty evaluated the program can be inferred from Tables 13, 14, 15, and 16. (See next page for the beginning of this set of tables.)

TABLE 13

Knowledge of Program (in Percents)

Responses to the question: "How much do you know about the professional development (faculty, instructional . . .) program at your institution?"

	Percent Answering
I have not heard about it before	3.5
I have a vague understanding of it	26.3
I know the essential features of it	49.1
I know it in considerable detail	21.1

Responses to the question: "If you have heard of the program, indicate from what sources."

(Circle all that apply.)

	Percent Answering
I have been a participant	52.7
Faculty members who have participated in the program	47.3
Faculty members who have not participated in the program	12.7
Students	3.6
Administrators	21.8
Formal communications (announcements, newsletters, etc.)	78.2

TABLE 14

Program Goals: Perceived and Desired

Percent (Rank*)

Goal Statements	Is a Goal		Should be a goal		Difference
To increase responsiveness to student needs by the adaptation of courses through for example, pacing, timing, course design, style of teaching	80.5	(1)	79.4	(2)	-1.1
To increase a faculty member's command of his/her discipline	31.1	(7)	31.2	(8)	0.1
To facilitate a faculty member's ability to participate in institutional decision-making	9.5	(11)	19.6	(11)	10.1
To help faculty retrain for assuming teaching responsibilities in new areas	14.7	(9)	26.7	(9)	12.0
To increase the faculty's knowledge about the teaching-learning process	75.0	(3)	63.6	(4)	-11.4
To create a climate in which the attainment of effective teaching is an ongoing concern	77.8	(2)	82.2	(1)	4.4
To enhance faculty's personal growth and self-actualization	52.3	(6)	48.9	(6)	-3.4
To improve faculty academic advising skills	16.7	(8)	35.5	(7)	18.8
To increase the faculty's repertoire of teaching methods through exposure to a variety of approaches to instruction, for example, discussion, computer-assisted, module-learning, simulation/gaming	59.1	(4)	62.8	(5)	3.7
To improve faculty professional consulting skills	2.4	(12)	7.0	(12)	4.6
To increase student learning, retention of learning, achievement of goals, and acquisition of a range of cognitive, affective and psychomotor skills	55.8	(5)	65.9	(3)	10.1
To improve faculty research and scholarship skills	12.5	(10)	26.7	(9)	14.2

*Rankings determined by combining responses labeled "very important" and "of highest importance," the top two of a five point scale.

TABLE 15

General Program Assessment: Participants and Non-Participants (in Percents)

	(N)	Very Low	Moderately low	Average	Moderately high	Very high
How would you judge the importance of the program?	(45)	6.7	13.3	33.3	22.2	24.4
What reputation does the program enjoy on your campus?	(44)	2.3	31.8	18.2	34.1	13.6
How would you judge the cost of the program in terms of its goals and accomplishments?	(33)	18.2	27.3	15.2	21.2	18.2
Compared to similar programs at other colleges, how would you rate your institution's program?	(21)	4.8	9.5	28.6	42.9	14.3
Compared with other faculty development programs on your campus, how would you rate this program?	(21)	4.8	.0	33.3	23.1	38.1

TABLE 16

Program Effectiveness

	(N)	Not at all	Partial	Moderate	High	Very High
How productive was your involvement in the program relative to the time spent in it?	(31)	6.5	19.4	35.5	22.6	16.1

Summary

In the main the IDP program received a supportive evaluation from the faculty at URI. The IDP program has provided opportunities for faculty to assess and increase the effectiveness of their teaching skills and has stimulated faculty to teaching excellence.

The program goals are clear and there is a general consensus on these goals although they do want to see the program provide more opportunities, especially for development of academic advising skills and research and scholarship skills. The request for more emphasis on these two items is interesting in light of the fact that the former is viewed by faculty as being minimally rewarded; this could be interpreted as another indication of the intrinsic nature of rewards for faculty.

An area worth further exploration is why faculty feel that the institution is not providing much support for their teaching when they indicate that the rewards for teaching have increased over the past five years, and that a receptive climate for teaching has been created. Since they themselves have ambivalent attitudes towards changing the promotion criteria to teaching effectiveness, they offer little guidance to administrators as to how teaching might be better supported.

In conclusion, the IDP program has been a successful program and has met the original goals of the program.

B. Syracuse University

The Center for Instructional Development (CID) was established in July 1971. One of higher education's earliest centers, it has served as a model for subsequent programs providing a comprehensive approach to instructional development. Under the direction of the Assistant Vice Chancellor for Instructional Development, the CID offers a variety of campus-wide services. Among those are:

- consultation and assistance in the implementation of instructional development projects;
- evaluation services designed to act as a formative component of the development process as well as providing information which will inform administrative policy and decision-making in a number of areas;
- test scoring and analysis for faculty;
- coordination and direction of one of the largest high school-college articulation programs in the country;

- graphic and printing service;

- an independent learning laboratory which permits students to use instructional sequences that utilize various media, ranging from audio tape and simple programmed booklets to tape/slide, film, and multimedia sequences.

It is this array of available services which faculty point to as one of the principal strengths of the Center.

The heart of the Center, the development process, needs to be examined in greater detail. All projects which the Center selects for implementation follow the same general procedure. While the objectives and instructional content of all courses and programs are the responsibility of the academic department involved, effort is made to insure that every decision is based on accurate and comprehensive data and that all related factors are carefully considered. This sequence differs markedly from most existing models of instructional development in that it emphasizes project selection and design, both of which precede the stating of objectives (a first step in most models).

Following the selection of a project, and the commitment of all involved to use the Center's development model, the process follows three critical steps. First, an "idealized" version of the course or curriculum is created. Second, this "ideal" program is modified by consideration of the realities of existing facilities, staff and resources. And, third, after necessary supporting materials have been produced, the project is field tested.

Faculty credit adherence to this process and the professionalism of the Center staff, with helping them to clarify their ideas and with challenging them to justify the instructional approach taken. As one faculty member reported, "I thought I used goals in teaching, but I realized that all my goals were goals of the professor . . . I had never considered course construction from the perspective of the student." Or another in professing a new sensitivity to students: "They reminded me who I was trying to communicate with. It is hard for faculty not to speak and write for their peers."

However, while participants were generally favorable in their appraisal of the Center, many were less convinced of the efficacy of instructional development for small or upper division courses. Since the Center has tended to allocate its resources to instructional projects in large multi-section courses, it is difficult to assess the validity of their evaluation. Several faculty reported, however, that the lessons learned in instructional development with introductory courses were ever present: "After working with CID, you can never approach a course in the same way again."

C. Gordon College

In January of 1976 Gordon College instituted a program of faculty development by growth plans. Growth plans were intended to achieve four objectives:

- to individualize faculty role responsibilities in accordance with the particular strengths, weaknesses, and interests of each faculty member;
- to encourage the growth of each faculty member in accordance with her or his strengths, weaknesses, and defined institutional role;
- to raise the performance level of faculty members individually and of the faculty as a collective whole; and
- to provide a more precise and comprehensive basis for evaluation of faculty and, consequently, to improve personnel decisions.

Each participant is expected to take nine major steps in implementing her or his own growth plan:

Step one: The preparation of individual profile.

The profile is intended to be of assistance to the faculty member, the faculty development committee (which oversees the program) and the institution. The profile includes a self-assessment of strengths and limitations; a statement of current roles which describe assignments actually carried out in the past few terms; long-range goals describing objectives in terms of roles and responsibilities which the faculty member would like to fill during the next two to five years; and an assessment of one's current responsibilities in the light of one's stated strengths and weaknesses and of one's longer range projections.

Step two: Profile conference.

After submitting a copy of her/his plan to the Dean of the Faculty and, where appropriate, to the chairperson of the department, the faculty member schedules a conference with the Dean to consider the plan's major issues.

Step three: Preparation of first draft of annual individual development plan.

A review of principles and policies relates the plan's goals and activities to the person's strengths, weaknesses, and role. A definition of goals, means of accomplishment, means of assessment, budget proposal and advisory committee proposal complete the Individual Development Plan (IDP).

Step four: Submission of the profile and first draft of IDP to the faculty development committee.

FDC reviews all plans, makes initial budget projections, and responds by letter to each participant.

Step five: Carrying out of annual plan.

During the year faculty members are expected to interact with their Advisory Committee which is viewed by many as more of a structured support group than as a monitoring agency.

Step six: Assessment of growth.

Toward the end of the year, each participant evaluates his own success in achieving the goals which were set by submitting evidence of growth. Simultaneously advisory committees assess faculty members' growth as they worked toward achieving their goals.

Step seven: Submission of final report to FDC.

Evaluations by self and by advisory committees are submitted to FDC. After reviewing the evaluation, the committee places in each participant's file a: Faculty Profile, First Draft of IDP, FDC response to first draft, Final Draft of IDP, Budget Allocation Form, Completed Self Assessment, Completed Advisory Committee Assessment, Completed Ledger Sheet, other correspondence.

While faculty report that a principal attraction of the program is the available professional development financial support, most also suggest that they found the process of self-assessment and goal setting beneficial. In the words of one participant; "It helped me sort out priorities." From another: "Having been involved, I can see some of the principles moving out into other areas of my work." By and large those interviewed indicated that long-range planning was both new and at first difficult, but ultimately rewarding in the opportunity it provided them to balance their professional responsibilities.

During the almost five years of the program, faculty have attended professional conferences, redesigned courses and curriculum, conducted scholarly work, broadened their professional expertise by taking academic work at area universities, written articles and books, and taken steps to improve teaching strategies. Although faculty suggest that they might have engaged in these activities anyway, they applaud the facilitating quality of the program. They argue that at this point they need not speculate; they can point to accomplishments.

Almost without exception, faculty point to the very existence of the program as a manifestation of the commitment of the college to their growth as individuals. As one faculty member put it: "It (participation in the program) helped to instill confidence in me as a professional." Reflecting on the diverse opportunities provided by the program, one young faculty member offered a personal testament: "It (the program) enabled me as a faculty member in a small college to broaden my skills and to teach in an area in which I was only marginally competent." While an older faculty member, speaking of an article he had published, his first after a long drought, said; "For the first time in years I felt like an historian."

D. Earlham College

In 1974, Earlham College's Faculty Affairs Committee, the college's personnel committee, recommended that the faculty approve the establishment of a half-time position of Consultant on Teaching and Learning to provide confidential instructional assistance to faculty. This decision reflected Earlham's long-standing commitment to excellence in teaching.

The Consultant on Teaching and Learning program was based on the assumption that the means for improving teaching vary from person to person and that an effective way to facilitate improvement was to make possible a quiet and confidential examination of one's strengths and weaknesses as a teacher and the development of a plan for growth. The examination was to be facilitated by a colleague who would not be involved in making decisions about a faculty member's future (e.g., making recommendations regarding tenure and promotion).

The Consultant on Teaching and Learning is selected by the Provost after wide consultation with the faculty. Because of the voluntary aspect of the program, faculty stress the critical nature of this selection. Since the consultant is being chosen as an "ideal colleague," he or she must possess both the confidence of the faculty as well as a reputation for superior teaching.

There is little question that the program has the approbation of the faculty, since in its first two years almost two-thirds of the faculty met with the Consultant on Teaching and Learning at least once. Typically these consultations involve a visit by the Consultant to the Faculty member's class, a review of recent student teaching evaluations, an assessment of current teaching strategies, or simply a general discussion of what the faculty member hopes to accomplish in the classroom.

Faculty report that regardless of the reasons that they chose to seek out the Consultant on Teaching and Learning -- and these can vary from a poor student rating to the assignment of a new type of course -- the most significant outcome is almost always the same, viz., a lessening of the anxiety they had been feeling as a teacher. As one faculty member graphically explained: "Faculty are like actors, ten curtain calls last night does nothing for me today."

Faculty valued the opportunity to be able to discuss what they were doing and alternative approaches to accomplish their instructional objectives in a confidential, non-threatening context. Several suggested that what they found out was that their ideas were not "as bad as I had feared."

Another important dimension of the program which was pointed out by faculty as a major contributor of success was the fact that the consultant had been freed from other responsibilities for the very purpose of meeting with faculty. More than one faculty member indicated an unwillingness to intrude on the already busy schedule of colleagues.

Finally, one faculty member, reflecting the sentiment of a number of others, succinctly captured what may be the principal outcome of the program. "For the first time in my life I'm beginning to appreciate the craft of teaching."

E. St. Mary's Junior College

Begun in 1973, St. Mary's Junior College's Faculty Development Program offers a comprehensive array of activities from orientation and in-house workshops and seminars to small grants and consultation on instructional matters. The activity which provides the linking-pin for faculty development program is Goal Conferencing, a modified form of MBO (Management by Objectives). Goal Conferencing underpins a plan which requires staff members, in conference with their supervisors, to devise their annual goals and later to be evaluated on the basis of their success in meeting those goals. Supervisors and staff alike are provided training to help make the conferences more effective and to encourage staff development designed to meet the needs of the individual and the organization.

Faculty evaluation is part of the goal conferencing process. Faculty specify evaluative criteria for their goals. In goal areas that are common across groups of faculty (for example, instruction of students), evaluation is standardized. All teaching faculty use one of the two methods of student evaluation of instruction. For most faculty, completed student evaluation, peer evaluation and personalized evaluation of the goals form the evaluative procedures related to goal conferencing.

As an alternative to traditional peer evaluation, a program of peer-pairing has been developed. Peer-pairing takes a more developmental, collegial approach to colleague evaluation. Faculty may choose to become part of a small group who will pair up to assist each other in mutually negotiated areas. Initial meetings involve finding a focus area to work on and providing colleagues with ideas for how the work might be carried out. An example of one of these areas might be testing techniques for soliciting student input in the classroom. Based on the suggestions group members have offered, each faculty member fills out a "sociometric pick" form, ranking their colleagues in the group for their choice of partners. The Director of the Faculty Development Program compiles the rankings and notifies individuals as to their partner. Each pair then decides upon their specific goals and activities. Occasionally the Director calls the whole group together to share what they are discovering, and to summarize their progress, however, the emphasis is kept upon mutual assistance within each pair. Peer-pairing, then has provided SMJC faculty with a developmental approach to colleague evaluation which participants report to be supportive and stimulating.

Faculty reaction to the goal conferencing program have varied. Faculty in general education were less enthusiastic about involvement with the program, reluctant to deal with behavior objectives in their teaching. However, one psychology professor, admitted to having found the program of real benefit suggested that goal conferencing prevents routine "settling-in." It was among the technical and vocational faculty that the program received its strongest endorsement. Faculty uniformly agreed that the process gave direction to their teaching and to their careers and helped to make their experience at the college a rewarding and professional one. Other benefits cited by faculty were, "clarity about what is expected of me," "excitement about the opportunity to design own program," and "being pushed to consider what I can reasonably accomplish."

F. Illinois State University

Illinois State University (ISU) began the Kellogg Project in 1976, with the assistance of the W. K. Kellogg Foundation. Designed to support faculty in both teaching and career development the project was made up of two centers, the Teaching-Learning Center and the Professional Development Center. (Recently those centers have been joined to ISU's Instructional Development Program to form the Faculty and Instructional Development Program.)

One of the distinct innovations to emerge from ISU's Kellogg Project was the process of targeting. Targeting refers to using

most of the project's resources in several identified departments for a year or longer by the department and the project. Obviously the number of departments involved at any one time would be small since targeting involves an in-depth ongoing program for each department.

The Project made available to targeted departments:

1. Some financial support in terms of travel;

2. the use of the time and expertise of the Kellogg Associates (faculty members who have been assigned time to work for the project) individually and/or a team;

3. the use of the Director and project staff;

4. the resources of the Professional Development Program including career consultation and educational leaves.

Departments are identified through discussion with the college deans and department chairpersons. A full understanding of what is entailed and a commitment of support by the chairperson is essential to the success of targeting. A needs assessment and specification of objectives for the relationship is a significant aspect of such discussion and outlines the kinds of activities the project and the department will be involved in during the year. The Kellogg associate working in the Liaison role acts as a bridge between the project and the targeted department. He or she is able to examine areas of concern in a relatively objective way and to be a resource person for colleagues.

Targeting represented a departure for the Kellogg project from some of its earlier activities (a response which the staff hoped would lead to better utilization of its resources) and as such had only completed one full year of operation at the time of this evaluation. However the responses of the faculty and administrators in targeted departments were quite favorable. As has been seen with other programs, faculty admit that some of the activities undertaken with the assistance of the Kellogg Project might have gone on anyway, but they are convinced that the quality of the tasks and their subsequent completion was positively impacted by the receipt of external support. Additionally, the coordination of multiple resources through a single process, such as targeting, was pointed to as a major reason for the program's success.

The final section extracts what we believe to be supportable truths regarding the launching and functioning of a successful faculty growth program.

CHAPTER VII. CONCLUSIONS

This concluding section captures what we have learned from our intensive experiences of the past two years. Our survey data, campus visits, attendance at national meetings as participants and presenters, the literature, and interactions with leaders in the field lead us to advance some warranted assertions we believe to be essential to a successful professional growth program. The statements are organized on the basis of the various stages a college or university would go through in instituting a professional growth program, viz., planning, implementation, operation, and evaluation.

DECISION

1. Administrative Endorsement

If a decision is made to plan, implement, and operate a professional growth program, strong and visible administrative endorsement is essential for success. Mere approval or unenthusiastic actions at the top will seriously endanger the launching as well as the vitality and functioning of the program.

PLANNING

2. Faculty Needs

A faculty needs survey should be undertaken at the outset. What administrators believe faculty need may not be the same as what faculty feel would be most helpful. As our surveys frequently showed, faculty were more desirous of assistance in professional growth than they were in teaching improvement. Programs, however, frequently tended to reverse the emphasis. If programs are to be effective, program goals must be in close agreement with staff desires.

3. Collaboration/Problem Solving

While administrative initiative is expected, a program's success will depend upon client involvement in the planning. Involving faculty from the outset in a problem solving environment where the extent of the available resources are laid out will lead to more creative as well as realistic programs.

4. Attitudes

The most often used term, "development," itself carries negative connotations, that faculty are in need of remediation. Similarly, compulsory/mandatory participation that some colleges require insults all faculty, not just those who have good reasons not to be involved. The tone in which a program is planned expresses the attitudes key individuals hold. These need to be positive and constructive.

5. Scope

Professional growth programs need to include more opportunities than enhancing and improving the instructional role (although this is what the vast majority do). As the data show, faculty have scholarly and personal goals as well as serious concerns for improving their teaching. An effective program will have provisions for growth along a number of dimensions.

6. Openess/Flexibility

As the planned program is shared with faculty for adoption and implementation, be prepared to accommodate changes. Adaptation that is a modification of an original idea is the norm, not the exception. A flexible structure, one open to alteration, will be more positively received and endorsed. Provisions for trial, testing and evaluation are what professionals expect. Furthermore, modifications and amendments almost always lead to program improvement.

IMPLEMENTATION

7. Commitment

A broad-based faculty commitment to the program is the single most critical factor in program success. Furthermore, commitment can only be won, not commanded. Commitment takes time and can not be rushed. As principle 6 above states, extensive faculty involvement in the planning stage will foster commitment as well as implementation.

8. Realism/Responsibility

Professional growth programs must face up to the responsibility of unnecessarily raising the expectations of faculty and other staff. Opportunities for the likelihood for advancement are not always available and/or possible for persons who wish to upgrade themselves. One has to be realistic and not create expectations that can not be

fulfilled. Long-range effectiveness depends upon participants accepting realities, upon their sincerely seeking intrinsic (and not just extrinsic) satisfactions.

9. Goal Clarity

Before the program goes into operation, the goals (original -- plus altered -- plus deleted and added) need to be clear to all parties so that evaluation strategies can be devised, data collection determined, and agreements reached in what will constitute evidence of successful accomplishment. Later dysfunctional debates can be avoided about what was and was not to happen only if steps are taken at this stage to be certain goals are unambiguously defined.

10. Conservatism

There is a temptation to try everything. It needs to be resisted. For example, just because some faculty express a willingness to try something -- say, develop a new technology which requires sophisticated equipment -- is not sufficient justification to implement the idea. (Recall foreign language laboratories.) An appropriate conservatism is sound practice at the beginning. Expansion can take place when the program is in operation and has been evaluated. Later criticism regarding wasted monies can be avoided by practicing restraint in the early phases.

11. Institutionalization

Formalizing processes and procedures for operation need to be built into the program. So does a continuing and dependable set of resources (as contrasted with a one-time-only-soft-money grant). While the program is to be expected to change and to grow, it is important that the program be institutionalized so that participants can understand its operation, can depend upon its continuing existence, and know it will be a permanent part of the institution for as long as it is needed.

OPERATION

12. Management

Expert directors characterize successful programs. They keep faculty informed of what is available, of who obtained what resources, of what was learned and produced. Newsletters are instructive as well as informative. They also publicly recognize successes, an important acknowledgement.

Sound management also requires that the director have (or have access to) needed talent whether it is in preparing a proposal, clarifying an idea, or evaluating a project. The reputation of the program spreads by faculty who have utilized it. Their satisfaction is highly contingent upon their judgement of the expertise of the director and the quality of the services provided.

13. Peer Review

A faculty advisory committee can monitor operations as well as serve as a proposal review body. Peer judgement is in perfect harmony with faculty values and practice (refereeing journal articles, promotions committees, etc.). Not only does peer review provide accredibility and legitimacy to a program; it also increases the quality of the projects faculty undertake. Colleagues will give constructive criticism to proposals they pass judgement on. Marginal ones as well as excellent ones will be improved -- to the benefit of students, institutions, and staff.

14. Group Activities

Workshops are not the only form of multiple faculty participation but they are the most common. When workshops have broad aims -- learning about kinds of examinations, for example -- they tend to become diluted, to be reduced to the lowest common denominator. They then tend to transmit vague generalities and are assessed negatively by participants. On the other hand, a workshop with highly specific aims -- computerizing a course, for example -- can be highly successful and well received.

Group activities, then, need to be planned and executed with professional care.

15. Individual Activities

Consultations with an expert, a grant, or a leave (sabbatical) are more costly in dollars. They are, however, rated more highly by faculty when judging program effectiveness. The individualized activity has special salience when self-renewal is an important goal. Then the escape from the routine and the block of time for working on something new are important. A professional growth program that mixes collective and individual opportunities can capture the best of both strategies.

16. Time

Time is the faculty member's most precious commodity. There never are enough hours to achieve self-determined and institutional goals. Time can be restructured, even if not increased. Ways to

create blocks of time characterize good programs. In the main, a full release for a shorter block of time is more effective than a partial release over a longer period. In the case of the latter, unless the relief is 50% or more, the supposed freed time never seems to be found and the ongoing work simply expands to occupy the supposed void. An exception is a partial release while simultaneously trying out an idea -- a new course or method of instruction, for example.

17. Sensitivity

A sound program recognizes that teaching and scholarship are inherently insecure activities. Faculty are like actors. Ten curtain calls last night do nothing for the individual the following evening. The success of the next class is not guaranteed. The writing of the next poem or the design of the next experiment can not be assured.

Directors and administrators need to be sensitive to concerns faculty have with respect to potential failure and to be sure faculty know they can innovate without penalty even when success is uncertain.

EVALUATION

Evaluations will be of at least two kinds: (1) of program goals; and (2) of program operations. Principles 18 and 19 are of the first kind; 20 and 21 address the second.

18. Acceptability of Measures

Faculty must accept the criteria that are used to evaluate success. For example, if improved instruction is a goal, increased student learning is a generally acceptable measure whereas higher student ratings may or may not be. An increased number of proposals submitted for outside funding is likely to be a more acceptable measure of that goal achievement than is the total number of dollars received. In every case, advance agreement on what will decide success is important.

19. Reward Structure Compatability

The program's goals and the institution's reward structure must be in harmony. If a professional growth program is designed to improve instruction but only traditional scholarship is rewarded, then evaluating goal accomplishment will be confounded and produce frustrations. Also, faculty engage in curricular development and teaching improvement irrespective of participation in professional growth programs. Hence attributing goal accomplishment to participation in a program can lead to spurious evaluations.

20. Resource, not Remediation

Professional growth programs are not automatic panaceas for faculty suffering deficiencies. It is not proper to evaluate a program's effectiveness on the number of remedies it provides, or the number of renewals it achieves. A good program is a valuable resource for those who wish to continue to grow and develop. Its quality should be evaluated on the basis of the latter outcomes, not the former.

21. Opinion Assessment

Evaluating a program on the basis of user opinions -- irrespective of goal accomplishment -- is also important. A rating scale can detect weaknesses and dissatisfactions. If faculty judge a program ineffective, they will not utilize it whether they are right or wrong. Opinion instruments are readily available and easy to construct. They need to be used regularly.

* * * * * * *

Last, evaluation results need to be fed back into the program so that necessary changes are made. Evaluation is a continuous process for it leads to the evolution of healthy programs.

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University of Michigan

FIPSE Project

I.D. #_____

PERSONAL INFORMATION SHEET

Introduction:

Attitudes and behaviors about the academic career are frequently shaped and affected by earlier experiences and current status. This single sheet (on both sides) collects this kind of information about you. Please circle the proper symbols and fill in the appropriate blanks.

1. Please list (beginning with the most recent) the academic degrees which you have been awarded, the institution granting each, and the year in which each was obtained.

DEGREE	INSTITUTION	YEAR

2. How long have you spent in each of the following types of employment?

	6 years or more	2-5 years	1 year or less	Never employed in this sector
Teaching in a junior or community college	1	2	3	4
Teaching in a 4-year college	1	2	3	4
Teaching in a university	1	2	3	4
Full-time college or university administration	1	2	3	4
Teaching or administration in an elementary or secondary school	1	2	3	4
Business or industry	1	2	3	4
Skilled/semi-skilled wage worker	1	2	3	4
Executive or administrative post outside educational institutions	1	2	3	4

3. (a) In what department (division. . .) is your principal appointment?

_____

(E.g., Natural Sciences; History; medical technology)

(b) What is your area of specialization?

_____

(E.g., Welder; sociologist; pianist)

(c) How many years have you been at this institution (not counting this one)? _____

4. What is your present rank? Circle one.

1 Instructor
2 Assistant Professor
3 Associate Professor
4 Professor
5 Distinguished/Named Professorship
6 Lecturer
7 No ranks designated
8 Other

5. What kind of appointment do you now hold?

1 Regular with tenure
2 Regular without tenure
3 Yearly appointment (soft money)
4 Acting
5 Visiting
6 Other

6. If not tenured, are you in a tenure track position?

Yes _____ No _____

7. How many professional journals do you read regularly?

None 1
1-2 2
3-4 3
5-10 4
11-20 5
More than 20 . . . 6

OVER

8. How many of your professional writings have been published or accepted for publication in the last two years?

	c. Books	b. Articles	a. Other writings
	c	b	a
One	1	1	1
Two	2	2	2
Three	3	3	3
Four	4	4	4
Five	5	5	5
Six-ten	6	6	6
More than ten	7	7	7
None	8	8	8

9. What is your spouse's occupation, and what are (were) your father's and mother's principal occupations? (Mark one in each column)

	Spouse	Father	Mother
No spouse	1		
College or university teaching, research or administration	1	2	3
Elementary or secondary school teaching or administration	1	2	3
Other professional	1	2	3
Owner, large business	1	2	3
Executive or managerial in business or industry	1	2	3
Other managerial or administrative	1	2	3
Technical and semi-professional	1	2	3
Owner, small business	1	2	3
Other white collar, clerical, retail sales	1	2	3
Skilled wage worker	1	2	3
Semi- and unskilled wage worker, farm laborer	1	2	3
Armed forces	1	2	3
Homemaker	1	2	3

10. What is the highest level of formal education reached by your spouse? Your father? Your mother?

	Spouse	Father	Mother
No spouse	1		
8th grade or less	1	2	3
Some high school	1	2	3
Completed high school	1	2	3
Some college	1	2	3
Graduated from college	1	2	3
Attended graduate or professional school	1	2	3
Attained advanced degree(s)	1	2	3

11. In what religion were you raised?

1 Protestant 3 Jewish 5 None
2 Catholic 4 Other

12. What is your present religion?

1 Protestant 3 Jewish 5 None
2 Catholic 4 Other

13. Do you consider yourself

Deeply religious 1
Moderately religious. 2
Largely indifferent to religion 3
Basically opposed to religion 4

14. Your sex:

Female . . . . . 1 Male 2

15. How old are you? _____

16. What was your total family income before taxes in calendar year 1978?

Below $10,000 . . . .1 $30,000-$39,999. . . .6
$10,000-$14,999. . . .2 $40,000-$49,999. . . .7
$15,000-$19,999. . . .3 $50,000-$99,999. . . .8
$20,000-$24,999. . . .4 $100,000 and over. . .9
$25,000-$29,999. . . .5

17. In general, how do you feel about your institution?

It is a very good place for me 1
It is a fairly good place for me 2
It is not the place for me 3

Appendix C

I.D. #

CENTER FOR THE STUDY OF HIGHER EDUCATION
THE UNIVERSITY OF MICHIGAN
HEW-FIPSE PROJECT: ASSESSING PROFESSIONAL DEVELOPMENT

FACULTY ROLES AND CAREERS

Introduction:

Our reports will deal with group relationships only. Under no circumstances will we report the responses of an individual nor will it ever be possible to identify any individual's response.

The identification number on this cover sheet of the questionnaire serves a double purpose. It will be used for sending a follow-up questionnaire in case you are delayed in responding to this one. Second, a few people will be invited to participate in follow-up interviews. The number will allow us to identify these individuals. (The interviews will probe in depth your views on teaching, keeping intellectually alive, where your career has taken you, and matters of this kind.) Completing the questionnaires in no way commits you to a later interview. That remains your option.

Once both of these purposes have been accomplished, the number will be removed from the questionnaire and the identifying list will be destroyed. The use of identification numbers is standard procedure in surveys of this kind. However, we know that this practice may bother a few people. If it does bother you, we would still like to have your questionnaire back rather than have you not participate. In such a case, tear off the number and go ahead and complete the instruments. You will get a follow-up questionnaire and letter from us since we will not know if you have returned completed questionnaires. In this event, if you have already responded, please ignore the second request.

Instructions:

Please answer the questions by circling the appropriate responses or by filling in the blanks.

The questionnaires are to be returned in the enclosed envelope.

The following questions deal with dimensions of the faculty role as they are customarily delineated -- teaching, scholarship and service. Unless otherwise specified these terms will be broadly defined. Teaching includes, in addition to classroom behavior, such activities as preparation for class, constructing and grading examinations and papers, and assisting students out-of-class. Scholarship refers to such forms of creative work as conducting research, writing for publication, creating new courses and/or curricula, and integrating the scholarship of others. Service is principally committee and governance activities, but also includes consulting (with or without remuneration), and using ones expertise to assist civic organizations.

A. Distribution of Time:

In a typical work week (a) what percentage of your time do you give to each aspect of the faculty role? (b) How would you prefer to distribute your time? (c) What do you perceive to be your organization's expectation? (Your department, division, school, college...whatever the unit is that most directly affects your time commitment.) Fill in the blanks below:

	(a) Actual	(b) Preferred	(c) Organization's Expectation
Time given to:			
Teaching	_____	_____	_____
Scholarship	_____	_____	_____
Service	_____	_____	_____
Total	100%	100%	100%

B. Academic Interests and Values:

Below are some statements faculty have made with regard to teaching, scholarship, and related matters. Indicate your attitude toward each statement by circling the appropriate number.

Strongly agree
Agree with reservation
Disagree with reservation
Strongly disagree

	SD	D	A	SA
1. Teaching is the most important part of the academic role.....	1	2	3	4
2. Part of my academic role is to question the contribution of others where I am competent to judge.....	1	2	3	4
3. I hardly ever get time to give my academic work the attention it deserves.....	1	2	3	4
4. Students should have the major role in the evaluation of courses.....	1	2	3	4
5. Student personal growth and development is more important than their acquisition of knowledge and skills....	1	2	3	4
6. There has been a widespread lowering of standards in American higher education..	1	2	3	4
7. The "peer" review system of evaluating proposals for research grants is, by and large, unfair because it favors members of the "old boy network"..	1	2	3	4
8. A small group of senior faculty members has disproportionate power in decision-making in this institution.....	1	2	3	4
9. Time spent with students in committees and organizations is more personally rewarding than time given to scholarly reading and writing.....	1	2	3	4
10. Students should be voting members of all institutional committees.....	1	2	3	4
11. Faculty members should devote part of their time to community service.....	1	2	3	4
12. This institution would be better off with fewer administrators..	1	2	3	4
13. Respect for the academic profession has declined over the past 20 years.....	1	2	3	4
14. Assisting disadvantaged students is more important than working with highly able students.....	1	2	3	4
15. To be a vital teacher one must be actively engaged in research	1	2	3	4
16. My committments to different aspects of my job are a source of considerable strain.....	1	2	3	4
17. Students today are better informed and prepared than students of the past.....	1	2	3	4
18. In my department it is very difficult to acheive tenure without publishing.....	1	2	3	4
19. Teaching effectiveness, not publishing should be the primary criterion for promotion.....	1	2	3	4
20. The academic role includes an obligation to do research.....	1	2	3	4
21. The greatest satisfaction for academicians is making a contribution to their field of knowledge.....	1	2	3	4

C. Institutional Rewards and Resources:

These questions concern the extent to which your organization rewards faculty activities and the extent to which the emphasis on each activity has changed in the past five years.
A: Indicate the extent to which your institution rewards the following; and
B: The extent to which your institution has changed the emphasis on this reward in the past five years.
(Note that for each activity there will be two responses; mark one in each column.)

	A: Very low (not at all) — Low — Moderate — High — Very High					B: Less Emphasis — No change — More Emphasis — Don't Know				
22. Classroom teaching	1	2	3	4	5	1	2	3	4	
23. Innovative teaching	1	2	3	4	5	1	2	3	4	
24. Advising students	1	2	3	4	5	1	2	3	4	
25. Interacting with students	1	2	3	4	5	1	2	3	4	
26. Curriculum revision	1	2	3	4	5	1	2	3	4	
27. Research and publication	1	2	3	4	5	1	2	3	4	
28. Course revision	1	2	3	4	5	1	2	3	4	
29. Obtaining grants	1	2	3	4	5	1	2	3	4	
30. Outside consulting	1	2	3	4	5	1	2	3	4	
31. Committee work	1	2	3	4	5	1	2	3	4	
32. Public service	1	2	3	4	5	1	2	3	4	

To facilitate the achievement of their goals various resources are needed by individuals and organizations. How do you rate your institution's resources in the following areas?

	Inadequate — Poor — Adequate — Good — Outstanding				
33. Library	1	2	3	4	5
34. Laboratories (science/art..)	1	2	3	4	5
35. Classroom space	1	2	3	4	5
36. Student quality	1	2	3	4	5
37. Faculty quality	1	2	3	4	5
38. Administrator quality	1	2	3	4	5
39. Specialists	1	2	3	4	5

	Inadequate — Poor — Adequate — Good — Outstanding				
40. Clerical assistance	1	2	3	4	5
41. Student assistants (teaching, research)	1	2	3	4	5
42. Computers	1	2	3	4	5
43. Financial support for research (leaves, reduced load)	1	2	3	4	5
44. Financial support for teaching or course improvement	1	2	3	4	5

D. Professional Growth:

Concerning your professional growth, to what extent do you desire to improve or enhance your skills and knowledge in each of the following:

	A very great deal	A lot	Somewhat	A little	Not at all
Teaching					
45. Teaching in the classroom...	1	2	3	4	5
46. Constructing examinations...	1	2	3	4	5
47. Using audio-visual equipment.....	1	2	3	4	5
48. Writing instructional objectives.....	1	2	3	4	5
49. Revising courses	1	2	3	4	5
50. Advising students.....	1	2	3	4	5
Research					
51. Research design and methodology.....	1	2	3	4	5
52. Data analysis.....	1	2	3	4	5
53. Computer use.....	1	2	3	4	5
54. Proposal writing (for funding).....	1	2	3	4	5
55. Manuscript preparation and publication.....	1	2	3	4	5

	A very great deal	A lot	Somewhat	A little	Not at all
Service					
56. Improving consulting skills..	1	2	3	4	5
57. Increasing knowledge of the institution.....	1	2	3	4	5
58. Enhancing interpersonal skills.....	1	2	3	4	5
59. Exploring career options.....	1	2	3	4	5
60. Administrative ability.....	1	2	3	4	5
Personal					
61. Interpersonal skills.....	1	2	3	4	5
62. Career options.....	1	2	3	4	5
63. Health.....	1	2	3	4	5

E. Career Goals and Current Activities

Below are various goals of faculty members. Indicate (a) what importance each has for you at present and (b) the likelihood of your achieving that goal within the next five years.

	A: Highest importance / Very important / Moderately important / Somewhat important / Little or no importance					B: Certain or almost certain / Highly likely / Quite likely / Not likely / Highly improbable				
64. To work in a congenial academic environment.....	1	2	3	4	5	.....	1	2	3	4	5
65. To enhance my personal reputation and statu	1	2	3	4	5	.....	1	2	3	4	5
66. To secure my continu d employment in higher education	1	2	3	4	5	.....	1	2	3	4	5
67. To ensure my financial security.....	1	2	3	4	5	.....	1	2	3	4	5
68. To contribute to my disciplinary field.....	1	2	3	4	5	.....	1	2	3	4	5
69. To enhance the reputation of my institution.....	1	2	3	4	5	.....	1	2	3	4	5
70. To contribute to the development of students.....	1	2	3	4	5	.....	1	2	3	4	5
71. To improve the educational process.....	1	2	3	4	5	.....	1	2	3	4	5
72. To become an administrator..	1	2	3	4	5	.....	1	2	3	4	5
73. Other _____	1	2	3	4	5	.....	1	2	3	4	5

F. Professional/Career Activities:

There may be differences between what you are doing and what you want to do. Below are listed some activities you might pursue to reduce this discrepancy. For each, indicate the extent of your involvement in the activity.

		Not at all	Once in awhile	Off and on	Systematically, regularly	Very actively engaged
74.	Looking for a different teaching position	1	2	3	4	5
75.	Looking for an administrative position	1	2	3	4	5
76.	Looking for a job outside of higher education	1	2	3	4	5
77.	Seeking institutional support (money) for released time	1	2	3	4	5
78.	Seeking outside funding for a project	1	2	3	4	5
79.	Sitting in on/taking courses	1	2	3	4	5
80.	Working with experts on campus (e.g., media specialist..)	1	2	3	4	5
81.	Going to professional meetings	1	2	3	4	5
82.	Attending workshops on campus	1	2	3	4	5
83.	Teaming with colleagues to address academic problems	1	2	3	4	5
84.	Serving on committees	1	2	3	4	5
85.	Working on advanced degree	1	2	3	4	5

Thank you for taking the time to complete the questionnaire. Please return in the envelope provided.

Appendix D

I.D. #

CENTER FOR THE STUDY OF HIGHER EDUCATION

THE UNIVERSITY OF MICHIGAN

HEW-FIPSE PROJECT: ASSESSING PROFESSIONAL DEVELOPMENT

FACULTY ATTITUDES TOWARDS INSTRUCTION AND TEACHING PRACTICES QUESTIONNAIRE

Introduction:

Our reports will deal with group relationships only. Under no circumstances will we report the responses of an individual nor will it ever be possible to identify any individual's response.

The identification number on this cover sheet of the questionnaire serves a double purpose. It will be used for sending a follow-up questionnaire in case you are delayed in responding to this one. Second, a few people will be invited to participate in follow-up interviews. The number will allow us to identify these individuals. (The interviews will probe in depth your views on teaching, keeping intellectually alive, where your career has taken you, and matters of this kind.) Completing the questionnaires in no way commits you to a later interview. That remains your option.

Once both of these purposes have been accomplished, the number will be removed from the questionnaire and the identifying list will be destroyed. The use of identification numbers is standard procedure in surveys of this kind. However, we know that this practice may bother a few people. If it does bother you, we would still like to have your questionnaire back rather than have you not participate. In such a case, tear off the number and go ahead and complete the instruments. You will get a follow-up questionnaire and letter from us since we will not know if you have returned completed questionnaires. In this event, if you have already responded, please ignore the second request.

Instructions:

Please answer the questions by circling the appropriate responses or by filling in the blanks.

The questionnaires are to be returned in the enclosed envelope.

Introduction

The following questions are designed to gather information about a diversity of attitudes and activities reported by faculty about their teaching. Areas covered include such things as instructional goals, general attitudes toward teaching and teaching evaluation, as well as specific questions regarding the use of alternative teaching strategies.

A. Instructional Goals:

Please indicate by circling the appropriate number how important you feel it is for students to acquire each of the following as a part of an undergraduate education.

	Of great importance	Of considerable importance	Of moderate importance	Of little importance
1. Knowledge and skills directly applicable to a career	1	2	3	4
2. An understanding of the subject matter of some specialized body of knowledge	1	2	3	4
3. A broad general outlook and familiarity with a variety of subjects	1	2	3	4
4. Self knowledge and a sense of personal identity	1	2	3	4
5. Interest and involvement in community affairs	1	2	3	4
6. Preparation for assuming positions of community leadership	1	2	3	4
7. The values and methods of scholarly inquiry	1	2	3	4
8. A sensitivity to esthetic experiences	1	2	3	4
9. An appreciation of the sensual and emotional aspect of life	1	2	3	4
10. An understanding of the basic ills of society and a determination to work for change	1	2	3	4

B. Attitudes Toward Teaching:

11. Faculty members vary with respect to the importance they attach to teaching. Indicate the degree of importance you attach to teaching	1	2	3	4
12. How much importance do you think most of your departmental colleagues attach to their teaching	1	2	3	4

Faculty vary with regard to their teaching competence. Indicate the importance of the following in accounting for superior teaching:

	Of great importance	Of considerable importance	Of moderate importance	Of little importance
13. Knowledge of the subject matter	1	2	3	4
14. Instructor's personality	1	2	3	4
15. Methods/techniques used	1	2	3	4
16. Specified training for teaching	1	2	3	4
17. Qualified and motivated students	1	2	3	4
18. Appropriate physical facilities	1	2	3	4
19. Active engagement in research/scholarship	1	2	3	4
20. Other (please write in below)	1	2	3	4

_____

With respect to your teaching this year, please indicate your agreement with the following statements.

	Strongly agree	Agree with reservations	Disagree with reservations	Strongly disagree
21. Teaching is the most rewarding aspect of my professional life	1	2	3	4
22. Students continue to challenge and stimulate me	1	2	3	4
23. My teaching performance gets progressively better	1	2	3	4
24. I am sure of what I want to communicate to my students	1	2	3	4
25. I am able to balance the demands of teaching with other professional responsibilities	1	2	3	4

C. Teaching Evaluation:

In assessing your classroom teaching performance, how valuable do you find the following sources of information?

	Of little value	Of moderate value	Of considerable value	Of great value
26. Systematic student ratings..	1	2	3	4
27. Informal student opinion....	1	2	3	4
28. Self-assessment.....	1	2	3	4
29. Colleague feedback.....	1	2	3	4
30. Administrator feedback.....	1	2	3	4
31. Achievement as reflected in student tests and papers....	1	2	3	4
32. Other _____	1	2	3	4

_____

Please respond to the following general assessment questions regarding teaching.

	Poor	Acceptable	Average	Above average	Superior
33. How would you rate your teaching?	1	2	3	4	5
34. How would you rate the teaching of the majority of the members of your department (academic unit)? ...	1	2	3	4	5
35. How do you think students would rate the teaching of a majority of the members of your department?	1	2	3	4	5
36. How do you think students would rate your teaching?	1	2	3	4	5

D. Teaching Practices:

The following questions are designed to provide information about the actual teaching practices used at your institution. In order to insure a range of potential classroom experiences, please choose the first undergraduate class you meet with each week. All responses should be made within the context of this one class.

Please provide the following information about the course for which you will be responding.

Descriptive Course Title:

_____
(Introduction to Sociology, Studio Art, etc.)

Number of Students: _____

Typical student level: _____
(Freshman, etc.)

Class Format: _____
(Lecture, Lab, Discussion, etc.)

Indicate the extent to which you use the following in this class:

Methods of Instruction	Never use	Seldom use	Sometimes use	Often use	Always use
37. Lectures	1	2	3	4	5
38. Group discussion	1	2	3	4	5
39. Role-playing/games	1	2	3	4	5
40. Demonstrations	1	2	3	4	5
41. Individual tutorials	1	2	3	4	5
42. Instructional packages (PSI,CAI)	1	2	3	4	5
43. Other _____	1	2	3	4	5

_____

	Never use	Seldom use	Sometimes use	Often use	Always use
Evaluation Practices					
44. "Homework" exercises or problems.....	1	2	3	4	5
45. Written papers.....	1	2	3	4	5
46. Tests with objective type items.....	1	2	3	4	5
47. Tests with essay type items.....	1	2	3	4	5
48. Other _____	1	2	3	4	5
Out of Class Activities					
49. Supplementary readings.....	1	2	3	4	5
50. Laboratory work.....	1	2	3	4	5
51. Library research.....	1	2	3	4	5
52. Field work/off-campus assignments.....	1	2	3	4	5
53. Other _____	1	2	3	4	5
Instructional Media					
54. Textbooks	1	2	3	4	5
55. Visual aids (maps, graphics, etc..)...	1	2	3	4	5
56. Video tapes/TV.....	1	2	3	4	5
57. Films/slides.....	1	2	3	4	5
58. Other _____	1	2	3	4	5

Thank you for takirg the time to complete this questionnaire. Please place it in the envelope and return.

Appendix E

I.D. #

CENTER FOR THE STUDY OF HIGHER EDUCATION

THE UNIVERSITY OF MICHIGAN

HEW-FIPSE PROJECT: ASSESSING PROFESSIONAL DEVELOPMENT

FACULTY SCHOLARSHIP QUESTIONNAIRE

Introduction:

Our reports will deal with group relationships only. Under no circumstances will we report the responses of an individual nor will it ever be possible to identify any individual's response.

The identification number on this cover sheet of the questionnaire serves a double purpose. It will be used for sending a follow-up questionnaire in case you are delayed in responding to this one. Second, a few people will be invited to participate in follow-up interviews. The number will allow us to identify these individuals. (The interviews will probe in depth your views on teaching, keeping intellectually alive, where your career has taken you, and matters of this kind.) Completing the questionnaires in no way commits you to a later interview. That remains your option.

Once both of these purposes have been accomplished, the number will be removed from the questionnaire and the identifying list will be destroyed. The use of identification numbers is standard procedure in surveys of this kind. However, we know that this practice may bother a few people. If it does bother you, we would still like to have your questionnaire back rather than have you not participate. In such a case, tear off the number and go ahead and complete the instruments. You will get a follow-up questionnaire and letter from us since we will not know if you have returned completed questionnaires. In this event, if you have already responded, please ignore the second request.

Instruction:

Please answer the questions by circling the appropriate responses or by filling in the blanks.

The questionnaires are to be returned in the enclosed envelope.

Introduction:

This questionnaire deals with a broad range of creative professional activities generally grouped under the heading of faculty "scholarship." The typical treatment of this aspect of the faculty role focuses on research, that is, on the production of materials which appear for public critique. Books, monographs, musical compositions, journal articles, and professional papers are examples of the outcomes of research. This instrument asks a number of questions about this research dimension of academic scholarship.

But a faculty member's intellectual efforts also include other kinds of creative activity. Preparing a new set of lectures, writing a lab manual, staging a play, solving a college's governance problem, converting a part of a course for self-paced instruction -- these and a host of related activities can also rightfully be construed as part of the faculty scholarly role. This instrument also asks questions about how you spend time and value this aspect of the scholarly role; how it satisfies and, perhaps, frustrates you.

Little is known about these matters, therefore, please feel free to write in the margins and/or at the end any comments you wish to make.

A. Research Involvement:

1. Are you actively involved in research which you expect to lead to publication? If you are not now, have you been in the past? (Circle the appropriate response.

   a. Am now involved.
   b. Not presently active but have been in the past.
   c. Not actively involved since graduate school.

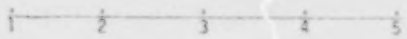
   If you answered c, skip to question 6.

2. Would you characterize your recent research as:

   a. Pure or basic.
   b. Applied.
   c. Policy oriented.
   d. Literary or artistic.
   e. Other (please specify):

3. In most fields, academics vary between a more "quantitative," "hard," or "scientific" approach on the one hand, and a more "qualitative," "soft," or "humanistic" approach on the other. Where would you locate your principal approach on this "hard-soft" continuum?

Hard	Soft
Quantitative	Qualitative
Scientific	Humanistic



4. Which of these statements applies to your current major piece of research?

   a. I am essentially working alone.
   b. I am working with one or more colleagues.
   c. I am a member of a large group.

5. Are any of the following working with you on your research project? (Circle all that apply.)

   a. Student assistant(s).
   b. Full-time professional research personnel.
   c. Faculty colleague(s).
   d. Colleague(s) outside higher education.

B. Scholarship:

6. How many hours a week are you engaged in activity you consider to be of a scholarly nature? (This includes research and all other creative professional activities. Please exclude those hours spent in teaching and immediate classroom preparation.)

   a. None.
   b. 1-5 hours.
   c. 6-10 hours.
   d. 11-20 hours.
   e. More than 20 hours.

7. To what extent is the full range of your scholarly effort understood and appreciated by your colleagues

   a. Essentially not at all.
   b. Slightly.
   c. Appreciably.
   d. A great deal.

The following are a broad range of activities which might be viewed by faculty as a part of their scholarly role. Under column A, indicate the number of times you have done each activity in the last two years. Under column B, indicate the extent to which each is characteristic of what you consider to be your scholarly role. That is, how similar each activity, whether done in the last two years or not, is to those scholarly activities you have engaged in.

	A Number of times done in the last two years. None — 1-2 times — 3-4 times — 5-10 times — More than 10 times	B Characteristic of your scholarly role. Not characteristic — Somewhat characteristic — Moderately characteristic — Highly characteristic — Very highly characteristic
8.	Attended a professional meeting. . . 1 2 3 4 5	. . . . . 1 2 3 4 5
9.	Delivered a paper at a professional meeting 1 2 3 4 5	. . . . . 1 2 3 4 5
10.	Engaged in consulting off campus . . 1 2 3 4 5	. . . . . 1 2 3 4 5
11.	Delivered a colloquium open to faculty and students 1 2 3 4 5	. . . . . 1 2 3 4 5
12.	Served as a member of an accreditation team 1 2 3 4 5	. . . . . 1 2 3 4 5
13.	Delivered a talk to a local civic or religious organization 1 2 3 4 5	. . . . . 1 2 3 4 5
14.	Reviewed proposals for a funding agency 1 2 3 4 5	. . . . . 1 2 3 4 5
15.	Reviewed articles for a professional journal 1 2 3 4 5	. . . . . 1 2 3 4 5
16.	Served on an editorial board of a journal 1 2 3 4 5	. . . . . 1 2 3 4 5
17.	Did library research in revising the content of a course 1 2 3 4 5	. . . . . 1 2 3 4 5
18.	Made a presentation to colleagues about new instructional techniques . 1 2 3 4 5	. . . . . 1 2 3 4 5
19.	Developed a new set of lectures . . 1 2 3 4 5	. . . . . 1 2 3 4 5

		None	1-2 times	3-4 times	5-10 times	More than 10 times		Not characteristic	Somewhat characteristic	Moderately characteristic	Highly characteristic	Very highly characteristic
20.	Served as a guest lecturer in a colleague's class	1	2	3	4	5		1	2	3	4	5
21.	Constructed a novel examination/ testing practice	1	2	3	4	5		1	2	3	4	5
22.	Prepared a new (and extensive) syllabus for a course	1	2	3	4	5		1	2	3	4	5
23.	Played a major role in your unit's (or the college's) curriculum revision	1	2	3	4	5		1	2	3	4	5
24.	Introduced some result of your scholarship in your teaching	1	2	3	4	5		1	2	3	4	5
25.	Published an article in an academic or professional journal	1	2	3	4	5		1	2	3	4	5
26.	Performed or exhibited an artistic work	1	2	3	4	5		1	2	3	4	5
27.	Published a book review	1	2	3	4	5		1	2	3	4	5
28.	Published or edited, alone or in collaboration, a book or monograph.	1	2	3	4	5		1	2	3	4	5
29.	Submitted an article for publication in an academic or professional journal	1	2	3	4	5		1	2	3	4	5
30.	Wrote for an "in-house" newsletter or publication	1	2	3	4	5		1	2	3	4	5
31.	Engaged in writing (poetry, essays . .)	1	2	3	4	5		1	2	3	4	5
32.	Practiced a skill (musical instrument, dance, . . .)	1	2	3	4	5		1	2	3	4	5
33.	Systematized your work (classified, organized, updated bibliography..)	1	2	3	4	5		1	2	3	4	5
34.	Developed a new process for dealing with a problem	1	2	3	4	5		1	2	3	4	5
35.	Pursued an advanced degree	1	2	3	4	5		1	2	3	4	5
36.	Designed/constructed a new apparatus or piece of technical equipment	1	2	3	4	5		1	2	3	4	5
37.	Engaged in systematic study to gain new knowledge or acquire a new research technique	1	2	3	4	5		1	2	3	4	5
38.	Supervised students working on creative projects	1	2	3	4	5		1	2	3	4	5
39.	Introduced some result of your scholarship in a consultation	1	2	3	4	5		1	2	3	4	5
40.	Other scholarly activities (please describe)											
	a. _____	1	2	3	4	5		1	2	3	4	5
	b. _____	1	2	3	4	5		1	2	3	4	5
	c. _____	1	2	3	4	5		1	2	3	4	5
	d. _____	1	2	3	4	5		1	2	3	4	5

Appendix F

I.D. #

CENTER FOR THE STUDY OF HIGHER EDUCATION

THE UNIVERSITY OF MICHIGAN

HEW-FIPSE PROJECT: ASSESSING PROFESSIONAL DEVELOPMENT

PROGRAM ASSESSMENT QUESTIONNAIRE

Introduction:

Our reports will deal with group relationships only. Under no circumstances will we report the responses of an individual nor will it ever be possible to identify any individual's response.

The identification number on this cover sheet of the questionnaire serves a double purpose. It will be used for sending a follow-up questionnaire in case you are delayed in responding to this one. Second, a few people will be invited to participate in follow-up interviews. The number will allow us to identify these individuals. (The interviews will probe in depth your views on teaching, keeping intellectually alive, where your career has taken you, and matters of this kind.) Completing the questionnaires in no way commits you to a later interview. That remains your option.

Once both of these purposes have been accomplished, the number will be removed from the questionnaire and the identifying list will be destroyed. The use of identification numbers is standard procedure in surveys of this kind. However, we know that this practice may bother a few people. If it does bother you, we would still like to have your questionnaire back rather than have you not participate. In such a case, tear off the number and go ahead and complete the instruments. You will get a follow-up questionnaire and letter from us since we will not know if you have returned completed questionnaires. In this event, if you have already responded, please ignore the second request.

Instructions:

Please answer the questions by circling the appropriate responses or by filling in the blanks.

The questionnaires are to be returned in the enclosed envelope.

Introduction:

This questionnaire is designed to be used at many colleges and universities. Hence it uses the term "program" to designate a wide variety of activities related to professional growth and/or improvement of instruction.

When completing this instrument for your institution, "program" always refers to that set of activities that were described in the cover letter to you requesting your participation.

A. General Program Assessment

1. How much do you know about the professional development (faculty, instructional . .) program at your institution?

   a. I have not heard about it before.
   b. I have a vague understanding of it.
   c. I know the essential features of it.
   d. I know it in considerable detail.

   If you have not heard of the program, stop here and return the questionnaire. Thank you for your assistance.

2. If you have heard of the program, indicate from what sources. (Circle all that apply.)

   a. I have been a participant.
   b. Faculty members who have participated in the program.
   c. Faculty members who have not participated in the program.
   d. Students.
   e. Administrators
   f. Formal communications (announcements, newsletters, etc.)
   g. Other. _____

Below are goal statements that (a) the specified professional development program may endorse to varying degrees, or (b) are goals that you believe the program should have. Using the scale below, circle the corresponding number for each goal.

	A IS a goal Of highest importance Very important Moderate importance Some importance Not important					B SHOULD be a goal Of highest importance Very important Moderate importance Some importance Not important				
3. To increase responsiveness to student needs by the adaptation of courses through for example, pacing, timing, course design, style of teaching.	1	2	3	4	5	1	2	3	4	5
4. To increase a faculty member's command of his/her discipline.	1	2	3	4	5	1	2	3	4	5
5. To facilitate a faculty member's ability to participate in institutional decision-making.	1	2	3	4	5	1	2	3	4	5
6. To help faculty retrain for assuming teaching responsibilities in new areas	1	2	3	4	5	1	2	3	4	5
7. To increase the faculty's knowledge about the teaching-learning process	1	2	3	4	5	1	2	3	4	5
8. To create a climate in which the attainment of effective teaching is an ongoing concern	1	2	3	4	5	1	2	3	4	5
9. To enhance faculty's personal growth and self-actualization.	1	2	3	4	5	1	2	3	4	5

	A IS a goal 1 = Not important 2 = Some importance 3 = Moderate importance 4 = Very important 5 = Of highest importance	B SHOULD be a goal 1 = Not important 2 = Some importance 3 = Moderate importance 4 = Very important 5 = Of highest importance
10. To improve faculty academic advising skills	1 2 3 4 5	1 2 3 4 5
11. To increase the faculty's repertoire of teaching methods through exposure to a variety of approaches to instruction, for example, discussion, computer-assisted, module-learning, simulation/gaming	1 2 3 4 5	1 2 3 4 5
12. To improve faculty professional consulting skills	1 2 3 4 5	1 2 3 4 5
13. To increase student learning, retention of learning, achievement of goals, and acquisition of a range of cognitive, affective and psychomotor skills	1 2 3 4 5	1 2 3 4 5
14. To improve faculty research and scholarship skills	1 2 3 4 5	1 2 3 4 5

From what you know about your institution's program, indicate the potential benefit of the program for each of the following groups. Use the following scale:

1 = Of little or no benefit
2 = Of some benefit
3 = Moderately beneficial
4 = Highly beneficial
5 = Very highly beneficial

15. Untenured faculty	1 2 3 4 5
16. First year/new faculty	1 2 3 4 5
17. Faculty with a teaching deficiency	1 2 3 4 5
18. Faculty with a concern about their teaching	1 2 3 4 5
19. Faculty wishing to explore teaching techniques	1 2 3 4 5
20. Faculty wishing to explore new career options	1 2 3 4 5
21. All faculty	1 2 3 4 5
22. Faculty with research deficiencies	1 2 3 4 5
23. Faculty with personal problems	1 2 3 4 5
24. Other (write in)_____	1 2 3 4 5

Answer the following questions about the specified professional development program at your institution.

0 = Don't know/not applicable
1 = Very low
2 = Moderately low
3 = Average
4 = Moderately high
5 = Very high

25. How would you judge the importance of the program.	0 1 2 3 4 5
26. What reputation does the program enjoy on your campus?	0 1 2 3 4 5
27. How would you judge the cost of the program in terms of its goals and accomplishments?	0 1 2 3 4 5
28. Compared to similar programs at other colleges, how would you rate your institution's program?	0 1 2 3 4 5
29. Compared with other faculty development programs on your campus, how would you rate this program?	0 1 2 3 4 5

30. Have you been a participant in any of the activities sponsored by the program at your institution?

Yes _____ No _____

Non-participants, please respond to questions 31, 32, 33, and return the questionnaire in the envelope. Participants, skip to questions 34-56.

31. If you have not participated in the program, circle all of the following which apply to you.

a. I didn't know about the program or the activities.
b. I doubted that I could get much out of it.
c. I was not asked.
d. I was hesitant to discuss my teaching with my colleagues.
e. I was skeptical of the approaches offered.
f. It didn't deal with my needs or interests.
g. Other commitments had priority.
h. Other (please specify:

_____

32. If you have not participated in the program, do you plan to in the future?

Yes _____ No _____ Maybe _____

33. If "yes," about how frequently do you plan to participate? (On the average)

a. Once or more per week.
b. Twice a month.
c. Once a month.
d. Once a term.
e. Once a year.

NON-PARTICIPANTS STOP HERE

34. If you have participated in the program, about how frequently? (On the average)

a. Once or more per week.
b. Twice a month.
c. Once a month.
d. Once a term.
e. Once a year.

35. Do you plan to continue to participate?

Yes _____ No _____

36. If "yes," about how frequently on the average?

a. Once or more per week.
b. Twice a month.
c. Once a month.
d. Once a term.
e. Once a year.

37. List the various ways that you have participated in the program at your college (e.g., attended several workshops, received an instructional grant, consulted with a member of the staff regarding a teaching problem, received funds to attend an off-campus workshop, etc. . .).

a. _____.
b. _____.
c. _____.
d. _____.
e. _____.

38. Now circle the letter (question 37) of the response which reflects your principal contact with the program. Responses to questions 39-55 should be made in the context of this contact.

39. How productive was your involvement in the program relative to the time you spent in it?

a. Very highly productive.
b. Highly productive.
c. Moderately productive.
d. Partially productive.
e. Minimally or not at all productive.

There are a number of benefits faculty members may derive from participating in the specified program. For each of the following, please indicate how much you have benefited.

		None	Some	Much	Great deal
40.	New perspectives on teaching and learning in general	1	2	3	4
41.	Greater awareness of your own teaching assumptions and practices.	1	2	3	4
42.	Knowledge about alternative instructional procedures	1	2	3	4
43.	Skill in using new instructional procedures	1	2	3	4
44.	Support or confirmation of your previous ideas and practices . . .	1	2	3	4
45.	Contact with interesting people from other parts of the institution	1	2	3	4
46.	Information about other resources, people, and materials for use in your teaching	1	2	3	4
47.	Greater support from the institution for your teaching	1	2	3	4
48.	A broader understanding of faculty development	1	2	3	4
49.	Personal growth or renewal	1	2	3	4
50.	Increasing motivation or stimulation for teaching excellence . . .	1	2	3	4
51.	Better understanding of students	1	2	3	4
52.	Better relationships with students	1	2	3	4
53.	Better relationships with colleagues	1	2	3	4
54.	Increased scholarly activity	1	2	3	4
55.	Other (please specify _____	1	2	3	4

56. Do you have any additional comments which would assist in evaluating the program at your college?

Thank you for taking the time to complete this questionnaire. Please place it in the envelope and return.

CENTER FOR THE STUDY OF HIGHER EDUCATION

THE UNIVERSITY OF MICHIGAN

HEW-FIPSE PROJECT: ASSESSING PROFESSIONAL DEVELOPMENT

THE ADMINISTRATOR'S VIEW OF THE SCHOLARLY ROLE

Introduction:

This questionnaire deals with a broad range of creative professional activities generally grouped under the heading of faculty "scholarship." The typical treatment of this aspect of the faculty role focuses on research, that is, on the production of materials which appear for public critique. Books, monographs, musical compositions, journal articles, and professional papers are examples of the outcomes of research. This instrument asks a number of questions about this research dimension of academic scholarship.

But a faculty member's intellectual efforts also include other kinds of creative activity. Preparing a new set of lectures, writing a lab manual, staging a play, solving a college's governance problem, converting a part of a course for self-paced instruction -- these and a host of related activities can also rightfully be construed as part of the faculty scholarly role. This instrument also asks questions about how faculty spend time and value this aspect of the scholarly role; how it satisfies and, perhaps, frustrates them.

As you respond to these questions, take your "typical" faculty member to be in the arts and sciences rather than in more professional fields (music, e.g.). Little is known about these matters; therefore, please feel free to write in the margins and/or at the end any comments you wish to make.

A. How many hours a week do you expect your faculty to be engaged in activity you consider to be of a scholarly nature? (This includes research and all other creative professional activities. Exclude those hours spent in teaching and immediate classroom preparation.) Circle the number which applies.

1. None.
2. 1-5 hours.
3. 6-10 hours.
4. 11-20 hours.
5. More than 20 hours.

B. To what extent is the full range of faculty scholarly effort understood and appreciated by other administrators?

1. Essentially not at all.
2. Slightly.
3. Appreciably.
4. A great deal.

A. The following are a broad range of activities which might be viewed by faculty as a part of their scholarly role. Under column A, indicate the number of times you expect faculty to have done each activity in the last <u>two</u> years. Under column B, indicate the extent to which each activity is characteristic of what you consider the faculty member's scholarly role to be. That is, how characteristic is each activity, whether done in the last two years or not, to those scholarly activities you believe your faculty should engage in.

	A Number of times your typical faculty member has done this in the last two years. 5 = More than 10 times 4 = 5-10 times 3 = 3-4 times 2 = 1-2 times 1 = None	B Characteristic of the faculty scholarly role. 5 = Very highly characteristic 4 = Highly characteristic 3 = Moderately characteristic 2 = Somewhat characteristic 1 = Not characteristic
1.	Attended a professional meeting . .	1 2 3 4 5 . . . . . 1 2 3 4 5
2.	Delivered a paper at a professional meeting	1 2 3 4 5 . . . . . 1 2 3 4 5
3.	Engaged in consulting off campus .	1 2 3 4 5 . . . . . 1 2 3 4 5
4.	Delivered a colloquium open to faculty and students	1 2 3 4 5 . . . . . 1 2 3 4 5
5.	Served as a member of an accreditation team	1 2 3 4 5 . . . . . 1 2 3 4 5
6.	Delivered a talk to a local civic or religious organization	1 2 3 4 5 . . . . . 1 2 3 4 5
7.	Reviewed proposals for a funding agency	1 2 3 4 5 . . . . . 1 2 3 4 5
8.	Reviewed articles for a professional journal	1 2 3 4 5 . . . . . 1 2 3 4 5
9.	Served on an editorial board of a journal	1 2 3 4 5 . . . . . 1 2 3 4 5
10.	Did library research in revising the content of a course	1 2 3 4 5 . . . . . 1 2 3 4 5
11.	Made a presentation to colleagues about new instructional techniques	1 2 3 4 5 . . . . . 1 2 3 4 5
12.	Developed a new set of lectures . .	1 2 3 4 5 . . . . . 1 2 3 4 5
13.	Served as a guest lecturer in a colleague's class	1 2 3 4 5 . . . . . 1 2 3 4 5
14.	Constructed a novel examination/ testing practice	1 2 3 4 5 . . . . . 1 2 3 4 5
15.	Prepared a new (and extensive) syllabus for a course	1 2 3 4 5 . . . . . 1 2 3 4 5
16.	Played a major role in a unit's (or the college's) curriculum revision	1 2 3 4 5 . . . . . 1 2 3 4 5

	More than 10 times 5-10 times 3-4 times 1-2 times None	Very highly characteristic Highly characteristic Moderately characteristic Somewhat characteristic Not characteristic
17.	Introduced some result of their scholarship in their teaching . . .	1 2 3 4 5 . . . . . 1 2 3 4 5
18.	Published a book review	1 2 3 4 5 . . . . . 1 2 3 4 5
19.	Published an article in an academic or professional journal	1 2 3 4 5 . . . . . 1 2 3 4 5
20.	Published or edited, alone or in collaboration, a book or monograph	1 2 3 4 5 . . . . . 1 2 3 4 5
21.	Submitted an article for publication in an academic or professional journal	1 2 3 4 5 . . . . . 1 2 3 4 5
22.	Wrote for an "in-house" newsletter or publication	1 2 3 4 5 . . . . . 1 2 3 4 5
23.	Systematized their work (classified, organized, updated bibliography) .	1 2 3 4 5 . . . . . 1 2 3 4 5
24.	Developed a new process for dealing with a problem	1 2 3 4 5 . . . . . 1 2 3 4 5
25.	Pursued an advanced degree	1 2 3 4 5 . . . . . 1 2 3 4 5
26.	Engaged in systematic study to gain new knowledge or acquire a new research technique	1 2 3 4 5 . . . . . 1 2 3 4 5
27.	Supervised students working on creative projects	1 2 3 4 5 . . . . . 1 2 3 4 5
28.	Introduced some result of their scholarship in a consultation . . .	1 2 3 4 5 . . . . . 1 2 3 4 5
29.	Other scholarly activities (please describe)	
	a. _____	1 2 3 4 5 . . . . . 1 2 3 4 5
	b. _____	1 2 3 4 5 . . . . . 1 2 3 4 5
	c. _____	1 2 3 4 5 . . . . . 1 2 3 4 5
	d. _____	1 2 3 4 5 . . . . . 1 2 3 4 5

Appendix G

University of Michigan

FIPSE Project

I.D. #_____

PERSONAL INFORMATION SHEET

Introduction:

Attitudes and behaviors about the academic career are frequently shaped and affected by earlier experiences and current status. This single sheet (on both sides) collects this kind of information about you. Please circle the proper symbols and fill in the appropriate blanks.

1. Please list (beginning with the most recent) the academic degrees which you have been awarded, the institution granting each, and the year in which each was obtained.

DEGREE	INSTITUTION	YEAR
____	_____	____
____	_____	____
____	_____	____
____	_____	____

2. How long have you spent in each of the following types of employment?

	6 years or more	2-5 years	1 year or less	Never employed in this sector
Teaching in a junior or community college	1	2	3	4
Teaching in a 4-year college	1	2	3	4
Teaching in a university	1	2	3	4
Full-time college or university administration	1	2	3	4
Teaching or administration in an elementary or secondary school	1	2	3	4
Business or industry	1	2	3	4
Skilled/semi-skilled wage worker	1	2	3	4
Executive or administrative post outside educational institutions	1	2	3	4

3. (a) In what department (division. . .) is your principal appointment?

_____

(E.g., Natural Sciences; history; medical technology)

(b) What is your area of specialization?

_____

(E.g., Welder; sociologist; pianist)

(c) How many years have you been at this institution (not counting this one)? _____

4. What is your present rank? Circle one.

1 Instructor
2 Assistant Professor
3 Associate Professor
4 Professor
5 Distinguished/Named Professorship
6 Lecturer
7 No ranks designated
8 Other

5. What kind of appointment do you now hold?

1 Regular with tenure
2 Regular without tenure
3 Yearly appointment (soft money)
4 Acting
5 Visiting
6 Other

6. If not tenured, are you in a tenure track position?

Yes _____ No _____

7. How many professional journals do you read regularly?

None 1
1-2 2
3-4 3
5-10 4
11-20 5
More than 20 . . . 6

OVER

8. How many of your professional writings have been published or accepted for publication in the last two years?

	c. Books	b. Articles	a. Other writings
	c	b	a
One	1	1	1
Two	2	2	2
Three	3	3	3
Four	4	4	4
Five	5	5	5
Six-ten	6	6	6
More than ten	7	7	7
None	8	8	8

9 What is your spouse's occupation, and what are (were) your father's and mother's principal occupations? (Mark one in each column)

	Spouse	Father	Mother
No spouse	1		
College or university teaching, research or administration	1	2	3
Elementary or secondary school teaching or administration	1	2	3
Other professional	1	2	3
Owner, large business	1	2	3
Executive or managerial in business or industry	1	2	3
Other managerial or administrative	1	2	3
Technical and semi-professional	1	2	3
Owner, small business	1	2	3
Other white collar, clerical, retail sales	1	2	3
Skilled wage worker	1	2	3
Semi- and unskilled wage worker, farm laborer	1	2	3
Armed forces	1	2	3
Homemaker	1	2	3

10. What is the highest level of formal education reached by your spouse? Your father? Your mother?

	Spouse	Father	Mother
No spouse	1		
8th grade or less	1	2	3
Some high school	1	2	3
Completed high school	1	2	3
Some college	1	2	3
Graduated from college	1	2	3
Attended graduate or professional school	1	2	3
Attained advanced degree(s)	1	2	3

11. In what religion were you raised?

1 Protestant 3 Jewish 5 None
2 Catholic 4 Other

12. What is your present religion?

1 Protestant 3 Jewish 5 None
2 Catholic 4 Other

13. Do you consider yourself

Deeply religious 1
Moderately religious. 2
Largely indifferent to religion 3
Basically opposed to religion 4

14. Your sex:

Female . . . . . 1 Male 2

15. How old are you? _____

16. What was your total family income before taxes in calendar year 1978?

Below $10,000 . . . .1 $30,000-$39,999. . . .6
$10,000-$14,999. . . .2 $40,000-$49,999. . . .7
$15,000-$19,999. . . .3 $50,000-$99,999. . . .8
$20,000-$24,999. . . .4 $100,000 and over. . .9
$25,000-$29,999. . . .5

17. In general, how do you feel about your institution?

It is a very good place for me 1
It is a fairly good place for me 2
It is not the place for me 3

STUDENT IMPACTS ON FACULTY I.D. #

There have been several studies of the impact of faculty upon students, but none from the other perspective. This brief sheet opens the exploration.

A. In a word or phrase, identify two kinds of interactions (experiences, ...) with students which have the greatest positive (rewarding, gratifying, ...) impact on your life and two kinds of interactions (experiences, ...) with students which have the greatest negative (unpleasant, frustrating, ...) impact on your life.

Positive	Negative
1. _____	1. _____
2. _____	2. _____

B. Below is a list of words or phrases each of which completes the sentence "Students are ...". For each circle the number on the response set which for you most accurately characterizes the completion of the sentence.

Students are . . .	Clearly not important to me/not true	"So-so", "nice"/sometimes true, sometimes not true	Important but not critical/generally true	Central and critical/very true for me
1. Sources of ideas	1	2	3	4
2. Apprentices	1	2	3	4
3. Challenges	1	2	3	4
4. Burdens	1	2	3	4
5. Companions	1	2	3	4
6. Daughters/sons	1	2	3	4
7. Too demanding of me	1	2	3	4
8. Stimulators	1	2	3	4
9. Colleagues	1	2	3	4
10. Threats to my career	1	2	3	4
11. Potential scholars	1	2	3	4
12. Drainers of my energy	1	2	3	4
13. Clients	1	2	3	4
14. Humblers/levelers	1	2	3	4
15. Assistants	1	2	3	4
16. Enigmas	1	2	3	4
17. Symbols of perpetual youth	1	2	3	4
18. Nuisances	1	2	3	4
19. Sources of professional gratification	1	2	3	4
20. Unsculptured clay	1	2	3	4
21. Other (write in) _____	1	2	3	4

Thank you. Please return in the enclosed envelope.

OCCASIONAL PAPERS

Number	Title, Author, Date	Price
A	Decision Type, Structure, and Process Evaluation: A Contingency Model - Marvin W. Peterson, 1973.	$2.00
B	The Department: Old and New Motifs - Marvin W. Peterson, 1973.	$2.00
C	Higher Education and the Federal Government - Wilbur J. Cohen, 1973.	$2.00
D	Assessing Quality in Doctoral Programs: Criteria and Correlates of Excellence - Robert T. Blackburn and Paul E. Lingenfelter, February, 1973.	$2.00
E	The State Level Performance Assessment Process: Concepts, Perspectives, and Issues - Marvin W. Peterson, Fall, 1973.	$2.00

RESEARCH AND PROJECT REPORTS

Number	Title, Author, Date	Price
I	Educational Hierarchies and Social Differentiation: The Structural Patterns of Chicano Participation in Colleges and Universities in the Southwest, 1972-76 - Marvin W. Peterson, Project Director, and Rodolfo Garcia, May 15, 1980.	$6.00
II	Project for Faculty Development Program Evaluation: Final Report - Robert T. Blackburn, Project Director, Alice Boberg, Colman O'Connell, and Glenn Pellino, June, 1980.	$5.00
III	A Center for Helping Organizations Improve Choice in Education: Final Report of Project CHOICE - David W. Chapman and Russell H. Johnson, Joan S. Stark, Project Director, August, 1980.	$5.00
IV	Presidential Views of Higher Education's National Institutional Membership Associations: Summary Report - Joseph P. Cosand, Study Director, Gerald Gurin, Marvin W. Peterson, and Frank R. Brister, August, 1980.	$4.00

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